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THE CORONATION ENGLISH REVISED READERS

BOOK III

EDITED BY

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5952



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** Vide page 13 (Part II) Supplement to Part I-B of Fort St George
Gazette, dated June 2, 1942*

*Vide also page 11 (Part I), Supplement to Part I-B of Fort St George
Gazette, dated June 2, 1942*

PREFACE

By the time when they are reading this book, the pupils should be beginning to know their way about in the language, and when they have finished it they should be able, with the help of a dictionary, to make sense of any simple piece of English. The list of words shows the extension of their vocabulary, and the different kinds of lesson are designed to teach the manner in which English is used in simple narrative and description, and the rather different manner in which it is used in conversation. Many forms of speech which are natural and right in written English would never be used when people are talking to each other, and in Indian conversation in English such forms are often used, because the language has been learned from books. Such conversation seems strange and unnatural to English ears. It is like the use, in the essays of Indian students, of high sounding words and striking figures of speech which are appropriate only in a very elaborate form of writing. It is a good thing to tell the pupils, even at this early stage, that the main principle in either speaking or writing English is to use the simplest possible words. The average Indian student will write, and also say, 'I attended the theatre to witness the drama'. An Englishman would never use such language, either in writing or in speaking. He would say, 'I went to the theatre to see the play'. In India we hear, 'I purchased many useful articles'. An Englishman would say, 'I bought many useful things', and even in writing he would use the same simple words. Thus even in writing plain and simple words should be used. But talk should be simpler still. The sentences, of course, are shorter. Many words that can easily be understood are left out. Conversational forms of verbs

(for instance, *can't* for *cannot*) are used. Sometimes the order of the words is different from what it would be in writing, since when a person is *speaking* to another his language is as direct as possible. It must be understood instantly. In the conversation lessons we have tried to use words and phrases as they would be used in real conversation.

The instruction in grammar goes on gradually. One by one, and in connection with the actual sentences in the lessons, principles of grammar are taught. In doing this one has to use the ordinary 'technical' terms of grammar. They are fixed, the pupil will always have to use them, and there is no way of making them simpler. He may as well learn them now, and if he does not, *when* will he learn them? Most college students are, in these days, ignorant of these things, and that ignorance means that, not knowing the principles on which the use of the language is based, they constantly make grammatical mistakes, and it is very difficult to explain these mistakes to them. The boys and girls who are studying this Reader are still far from a university career, and I hope that by the time they are old enough for this, things will have changed so much that most of them will not think of entering a university but will find other 'avenues' of preparation and employment open to them. But whatever is to be their line of life, an accurate knowledge of the English language will be of incalculable value to them. It is hardly too much to say that they will never gain that accurate knowledge unless *at this stage* these grammatical principles are made clear to them and fixed in their memory.

I hope, therefore, that teachers will not consider that the grammar in this book is too troublesome for their pupils. We have done our best to explain the terms and rules simply and clearly, but the teacher will always have to explain them, over and over again, in his own words,

until he is certain that they are understood and are so fixed in the mind that they will never be lost. I do not think that, after all, it is so very difficult. Children will regard these strange grammatical terms with curiosity, and will like to learn about them, and if the teaching is well done, it will be genuine fun for the class to 'mouth' these rather big English words and try to illustrate what they mean

In every lesson we have endeavoured to write about things that will naturally interest pupils in India, and to use words that ought to be part of their English vocabulary. Thus we have tried to add to their general knowledge while teaching them English. And certainly of equal importance has been the attempt to keep the *tone* right. The book is not full of lessons on goodness, kindness, patriotism, and so on, but we have tried to teach these things unobtrusively, which is much better than inserting 'moral lessons' about them.

In this new edition the book has been considerably modified—(1) to bring the vocabulary within the range now considered suitable at this stage, (2) to teach pronunciation clearly though without phonetic symbols

THE UNIVERSITY, MYSORE
1st January, 1941

J. C. ROLLO

CONTENTS

| LESSON | | PAGE |
|--------|---------------------------------|-------|
| | EDITOR'S PREFACE ... | iii |
| 1. | THE LARK AND HER YOUNG ONES | 1 |
| 2. | THE MILLER AND HIS ASS | 5 |
| 3. | <i>I Love to Sing and Smile</i> | 9 |
| 4. | SCHOOL SPORTS . . | 10 |
| 5. | THE SAILOR KING | 13 |
| 6. | <i>The Sea</i> . . | .. 15 |
| 7. | THE CRANE AND THE CRAB | 16 |
| 8. | <i>The Ferryman</i> ... | 21 |
| 9. | A RIDE IN AN AEROPLANE | 22 |
| 10. | PULLING TOGETHER . | 26 |
| 11. | <i>The Two Rats</i> . | .. 29 |
| 12. | THE RAINBOW . | 30 |
| 13. | <i>Boats Sail on the Rivers</i> | 33 |
| 14. | LITTLE RED RIDING HOOD—I | 35 |
| 15. | LITTLE RED RIDING HOOD—II | 38 |
| 16. | <i>Lady Moon</i> . | .. 41 |
| 17. | THE GANGES | 42 |
| 18. | <i>My Country</i> ... | .. 46 |
| 19. | THE MOON | 47 |
| 20. | THE LION AND THE FOX | 51 |
| 21. | <i>The Mali</i> . . | 55 |
| 22. | THE CAMEL . . | 57 |
| 23. | <i>The Camel Man</i> . | 60 |
| 24. | PAID IN HIS OWN COIN—I | 63 |
| 25. | PAID IN HIS OWN COIN—II | 67 |
| 26. | <i>For Want of a Nail</i> | 71 |

| LESSON | | PAGE |
|--------|--|------|
| 27. | RABINDRANATH TAGORE .. | 72 |
| 28 | <i>The Mountain and the Squirrel</i> | 75 |
| 29 | LETTER-WRITING | 77 |
| 30 | PETER THE BRAVE | 81 |
| 31 | <i>Do Your Duty</i> ... | 82 |
| 32. | DELHI THE CAPITAL OF INDIA ... | 86 |
| 33 | THE DERVISH AND THE CAMEL—I | 89 |
| 34 | THE DERVISH AND THE CAMEL—II | 92 |
| 35 | <i>The Wasp and the Bee</i> | 96 |
| 36 | TEA .. | 99 |
| 37 | <i>The Blind Men and the Elephant</i> .. | 102 |
| 38 | SENDING MONEY BY POST ... | 105 |
| 39. | CEYLON . | 109 |
| 40 | <i>Kind Deeds</i> | 112 |
| 41. | THE NIZAMSAGAR DAM ... | 114 |
| 42. | A CRICKET MATCH | 119 |
| 43. | <i>O for a Book</i> , | 125 |
| | LIST OF WORDS AND PHRASES USED IN THIS BOOK ALPHABETICALLY ARRANGED .. | 127 |

Titles in italics indicate poems.

1. THE LARK AND HER YOUNG ONES



lark
happen
afraid
enough
worry
listen

relation
fear
neighbour
immediately
reap
cut

to come upon
to depend upon
most of all
plenty of
used to
very much afraid

Once a lark built a nest in a corn field, and lived in it with her young ones. The little larks were too young to fly, and could not therefore get their food themselves. The mother lark used to go out every morning and return with food for her little ones.

Now the corn in the field grew tall and ripe, and it was time for it to be cut. The mother lark began to worry, because she feared that

the reapers would come upon her nest and harm her little ones. She feared most of all that something might happen when she was away looking for food. She told the young larks to take care of themselves when she was not with them.

‘My dears, look about you and listen well when I am away,’ she said to them every morning before leaving the nest, ‘and tell me when I return what you have seen and heard.’

For some days nothing happened and there was nothing to report. But one day when the mother lark returned to the nest, the little larks said, ‘Mother dear, we must leave this place at once. The farmer has sent his son to ask his neighbours to come and help him to cut the corn.’

‘Don’t be afraid, my little ones,’ said the mother lark, ‘for if the farmer depends upon his neighbours for help to reap the corn, we shall have plenty of time in which to move away.’

The next day when the mother lark returned, she found the little larks very much afraid; for they crowded round her and said, ‘The farmer has sent his son to-day to ask his *relations* to come and help him to reap the corn. We cannot therefore stay here any longer. We must move immediately.’

But the mother lark smiled and said, ‘If he depends upon his relations to reap the corn,

we shall have enough time in which to move away.'

The third day when the mother lark returned home, the little larks were again in great fear.

'Dear mother,' said they, 'it is not safe to remain here any longer. The farmer has said that he and his son will come and cut the corn themselves to-morrow.'

'Ah, that is indeed dangerous,' said the mother lark. 'For now the corn is sure to be cut. We must go immediately.'

So the mother lark left the corn field with her little ones the same night, and moved to another place.

PRONUNCIATION

| | | | | | | | | |
|-------------|---------------|---|-----------------|---------------|---------------|--------------------|------------------|---------------|
| <i>park</i> | <i>lark</i> | — | <i>hut</i> | <i>cut</i> | <i>worry</i> | — | <i>about</i> | <i>afraid</i> |
| <i>hear</i> | <i>fear</i> | — | <i>deep</i> | <i>reap</i> | — | <i>day</i> | <i>neighbour</i> | |
| <i>has</i> | <i>happen</i> | — | <i>pen</i> | <i>plenty</i> | | | | |
| <i>dim</i> | <i>depend</i> | | <i>relation</i> | <i>listen</i> | <i>enough</i> | <i>immediately</i> | | |

EXERCISES

1. Answer these questions after reading the story silently once.—

- (1) Why could not the little larks get their food themselves?
- (2) What did the mother lark worry about?
- (3) What did she ask her young ones to do when she was away?
- (4) Did the mother lark move when the young ones said that neighbours and relations might come to reap the corn? Why?
- (5) When did she say that the corn was sure to be cut?

2. Complete the following .—

- (1) The mother lark — go out every morning for food for her young ones. (use)
- (2) It was — school, and so he left the place immediately. (time)
- (3) We — our parents for food, clothes, and books (depend)
- (4) He is a rich man, and has — money. (plenty)

3. The little larks were *too young to fly*

This can also be written thus

The little larks were *so young that* they could *not* fly.

Rewrite the following sentences similarly .

- (1) That man is too old to walk
- (2) It is now too hot for me to go out.
- (3) This pen is too dear for me to buy.

4. Rewrite as directed —

- (1) The mother lark feared that the reapers would come upon her nest (Use *afraid*)
- (2) We must leave this place *at once*. (Use one word for *at once*)
- (3) The corn is sure to be cut (Begin the sentence with *The farmer*)
- (4) The mother lark said to her young ones,
'Look about you and listen well.'
(Use the proper form of *ask* for *said* and remove the quotation marks)

5. *Learn .

danger dangerous

6. The corn in the field grew tall and ripe.

Break this up into *subject* and *predicate*.

Which is the important word in (1) the subject, (2) the predicate?

What part of speech is each of the words in this sentence?

Note that *in the field* does here the work of an adjective qualifying the noun *corn*. It is an *adjective phrase*.

2. THE MILLER AND HIS ASS

| | | | |
|---------|----------|-------|---------|
| millers | together | loss | company |
| ashamed | drown | idle | cruel |
| kick | party | stout | pole |
| ass | hardly | fault | shout |

Once a miller was driving his ass to the fair to sell him, and his son went with him. When they had gone some distance, they met a party of girls returning from the fair.

‘What fools these fellows are!’ said one of them. ‘See how both of them walk when one of them could very easily ride on the ass.’

As soon as the



miller heard the girl say this, he told his son to get up on the ass. His son did so, while his father walked by his side.

But they had not gone very far, when they met a group of old men coming back from the fair.

‘Look at that idle boy,’ cried one of them.

‘See how he rides on the ass and makes his poor old father walk by his side.’



No sooner did the miller hear him say this than he asked his son to get down and walk, and he got upon the back of the ass himself.

They now met a company of women going home from the fair.

‘How cruel this old fellow is!’ said one of them. ‘Surely he can walk and let the poor boy

ride on the ass.’

The Miller felt ashamed of himself, and asked his son to get up behind him. The boy did so, and father and son rode on to the fair.

But they had not gone far when they met a man who cried out to them, ‘How unkind of you! Can’t you see that the ass can hardly carry you both? You two are better able to carry him than he you.’



At this, father and son got down from the

ass, and thought how best they could carry him. At last they tied his legs together, passed a stout pole between them, and carried him away to the fair.

Now on their way they had to cross a bridge. As they got near it, the people ran after them and shouted and made a great noise, for they had never seen anyone carrying an ass before. The noise frightened the ass, and



he kicked and kicked till he got his legs free. But he was now on the bridge, and as it was very narrow, he fell over into the water, and was drowned.

The miller and his son were very sad at the loss of the ass. But they knew that it was all their own fault.

‘We have been very foolish,’ said the miller to his son. ‘We have tried to please everyone, and have pleased no one. We have also lost our ass.’

PRONUNCIATION

| | | | | | |
|-------------|------------------|----------------|----------------|--------------|-------------------|
| <i>till</i> | <i>miller</i> | <i>kick—</i> | <i>an</i> | <i>ass</i> | <i>ashamed</i> |
| <i>are</i> | <i>part</i> | <i>hardly—</i> | <i>side</i> | <i>idle—</i> | <i>wall fault</i> |
| <i>come</i> | <i>company—</i> | <i>noon</i> | <i>foolish</i> | <i>cruel</i> | |
| <i>to</i> | <i>together—</i> | <i>ground</i> | <i>drown</i> | <i>stout</i> | <i>shout</i> |
| <i>hole</i> | <i>pole</i> | <i>— top</i> | <i>loss</i> | | |

EXERCISES

1. Answer the following questions —

- (1) Where did the miller and his son take their ass?
- (2) Why did the girl call them fools?
- (3) Why did one of the old men call the miller's son idle?
- (4) Why did one of the women call the miller cruel?
- (5) How were the miller and his son unkind to the ass?
- (6) Why did the people shout after them?
- (7) How were the miller and his son foolish?

2 As soon as the miller heard the girl say this, he told his son to get up on the ass.

This can also be written in the following form —

No sooner did the miller hear the girl say this, *than* he told his son to get up on the ass

Rewrite the following —

No sooner did the miller hear this, than he asked his son to get down and walk. (*Use as soon as*)

3 Pick out the words which are opposite —

cruel, foolish, sell, idle, stout, narrow, thin, wise, broad, buy, kind, busy.

4. You two are better able to carry him than he you. Supply the words understood between *he* and *you*.

5. The miller *heard* the girl *say* this

He *makes* his poor old father *walk* by his side

Let us go home.

What word is understood in these sentences before *say*, *walk*, and *go*?

Note that the infinitive sign *to* is omitted after *hear*, *make*, *let*.

- 6 (1) The miller walked by his side.
(2) Can't you see that the ass can hardly carry you both?
(3) What fools these fellows are!
(4) Look at the idle boy

All these are sentences. Sentence (1) makes a statement, and sentence (4) gives an order or makes a request. (1) is called an *assertive* sentence, and (4) an *imperative* sentence. In these two cases a full stop is placed at the end.

Sentence (2) asks a question. It is an *interrogative* sentence. The interrogation mark is placed at the end.

Sentence (3) denotes wonder. It is an *exclamatory* sentence. The wonder mark is placed at the end.

Pick out other exclamatory sentences from this lesson.

7. The miller asked his son to get down and walk.

We can rewrite this using the very words of the miller thus:—

The miller said to his son, 'Get down and walk.'

3. I LOVE TO SING AND SMILE

awhile

guile

disperse

I love to sing and smile ;

I love to walk a mile

I love to speak awhile ;

And I'm free from guile.

Let cares disperse from me ;

Let pride keep far from me ;

Let anger spoil not me ;

Let sorrow fly from me.

I love to sing and smile ;

I love to walk a mile ;

I love to speak awhile ;

And I'm free from guile.

EXERCISES

1. Answer the following questions.—
 - (1) What does the poet love to do ?
 - (2) What is he free from ?
 - (3) What does he wish for ?
2. I love to sing. I love to smile.
Combine these two sentences into one
3. What words rhyme in this poem ?
4. Make these sentences negative —
 - (1) I am free from guile
 - (2) Let sorrow fly from me
 - (3) I sing.

4. SCHOOL SPORTS

| | | | |
|-----------|----------|-------------|--------------|
| practise | event | enter | to enter for |
| yard | hurdle | usual | good at |
| shake | record | musical | so on |
| sack | obstacle | comic | to play up |
| programme | dull | to come off | |

Gupta.—Das, you're very late this evening.
Where have you been?

Das.—Just at school. I've been practising
for the sports.

G.—When are they coming off ?

D.—Next week.

G.—What events have you entered for ?

D.—The hundred yards, the hurdle race,
and the quarter mile.

G.—What about the high jump and the
long jump? They shake you up too much,
I suppose!

D.—No, it is just that I am not good at
them. I don't come anywhere near the school
record in either.

G.—I suppose you are having the other usual races too.

D.—Yes, we are.

G.—What comic events are there to be ?

D.—The sack race, the obstacle race, the pot race, musical chairs, and so on.

G.—Then you'll have quite an interesting programme.

D.—Yes, the programme is interesting enough, but if the boys don't play up, it may all be very dull.

G.—Not if my crowd are there. I'll bring them along, and we'll make all the noise we can.

PRONUNCIATION

| | | | | |
|--------------|--------------------|------------------------------|---------------|------------------------------|
| <i>back</i> | <i>sack</i> | <i>practise</i> (praktiss) — | <i>hard</i> | <i>yard</i> |
| <i>event</i> | <i>interesting</i> | (not interesting) | | |
| <i>end</i> | <i>enter</i> | <i>rècord</i> — | <i>go</i> | <i>programme</i> |
| <i>much</i> | <i>dull</i> | — <i>her</i> | <i>hurdle</i> | |
| <i>face</i> | <i>race</i> | <i>shake</i> — | <i>not</i> | <i>comic</i> <i>obstacle</i> |
| <i>use</i> | <i>usual</i> | <i>musical</i> | | |

EXERCISES

1. Complete the following account —

Our school sports are — — next month. We shall have an — programme. There will be all the usual — and also some — events. But if the boys do not play — it may be very —. So do come, and bring your friends — you. The more, the merrier.

2. Fill up the blanks in the following with phrases chosen from those given below .—

- (1) Our school day—on the 10th of this month.
- (2) My father — help me with my lessons.
- (3) It is already dark. You cannot play —.

(4) I went to the shops to buy balls, tops, —.

(5) Das is — jumps

any longer, good at, comes off, and so on, used to.

3. Pick out the interrogative sentences from this lesson.

4. Look at these sentences —

Affirmative

Negative

(1) The programme is interesting

The programme is *not* interesting.

(2) You are late.

You are *not* late.

(3) I have entered for the races.

I have *not* entered for the races

When the words *is*, *has*, *can*, etc., form the verb or part of the verb, the negative is formed by only adding *not*

Now read these —

They shake you up too much

They do not shake you up too much.

The farmer reaped the harvest.

The farmer did not reap the harvest.

In these the verb is the simple form of the present or past tense. In such cases the proper form of *do* is used along with *not*.

5. Pick out the nouns and verbs in the following —

(1) A lark built a nest in a corn field.

(2) A miller was driving his ass to the fair.

(3) Father and son rode on to the fair.

(4) The noise frightened the ass.

(5) The dew was on the lawn

6. What part of speech is *enough* in these sentences?

We shall have enough time in which to move out.

The programme is interesting enough.

Note the position of *enough* in the second sentence.

5. THE SAILOR KING

sailor
dominion
navy
various

subject
suddenly
ascend

steep
rank
crown

heir
throughout
sorrow

King George V, father of King George VI, was called the Sailor King. He was so called because he entered the Navy at the age of twelve, and rose to high rank in it.



When King Edward VII became king in January 1901, King George became Prince of Wales. As the next heir to the throne he had to know his Dominions and their peoples. He therefore visited the various parts of the Empire, and learnt all he could about the countries he visited and their peoples.

On the death of his father in May 1910, King George ascended the throne. He was the first reigning king to visit India and be crowned there.

King George reigned for nearly twenty-six years. Throughout his reign he worked for the good and happiness of his subjects. They therefore loved him, for they knew that he cared for them.

When King George passed away suddenly in January 1936, the whole Empire was steeped in sorrow.

PRONUNCIATION

| | | | | | |
|--------------|----------------|-------------------|-----------------|---------------|----------------|
| <i>tail</i> | <i>sailor</i> | <i>navy</i> — | <i>bear</i> | <i>heir</i> | <i>various</i> |
| <i>thank</i> | <i>rank</i> — | <i>top</i> | <i>dominion</i> | <i>sorrow</i> | |
| <i>peep</i> | <i>steep</i> — | <i>about</i> | <i>ascend</i> | | |
| <i>shut</i> | <i>subject</i> | <i>suddenly</i> — | <i>brown</i> | <i>crown</i> | |

EXERCISES

1. Answer the following questions —

- (1) Why was King George called the Sailor King ?
- (2) Why did he visit the various parts of the Empire ?
- (3) Whom did he succeed as king ?
- (4) Why did his subjects love him ?

2 Rewrite as directed —

- (1) *As the next heir to the throne* he had to know his Dominions and their peoples (Change the italicised phrase into a clause)
- (2) *On the death of his father in May, 1910,* King George ascended the throne. (Change the italicised phrase into a clause.)
- (3) The king worked for the good of his subjects. They therefore loved him. (Combine into one sentence using *as*)

3 King George V, *father* of King George VI, was called the Sailor King.

What work does the word *father* do in this sentence ?

4. The subjects loved the king.

What are the nouns in this sentence ? Which is the subject ? What is the verb ? The action of loving passes on to *king*. *King* is the *object* of the verb *loved*.

Verbs which take objects are *transitive verbs*.

Supply suitable objects. —

- (1) Cows eat —
- (2) Birds build
- (3) Trees give

- (4) Letters bring —.

- (5) Trains carry —.

5. The King loves India and her *people*. The King loves the Dominions and their *peoples*.

People is plural and is used to denote the people of one country. When we speak of the people of more than one country, we use *peoples*.

6. THE SEA

regions

The sea ! The sea ! The open sea !
The blue, the fresh, the ever free !
Without a mark, without a bound,
It runneth the earth's wide regions round ;
It plays with the clouds ; it mocks the
 skies ;

Or like a cradled creature lies.

I'm on the sea ! I'm on the sea :

I am where I would ever be ;

With the blue above, and the blue below,

And silence wheresoe'er I go :

If a storm should come and awake the
deep,

What matter ? I shall ride and sleep.

PRONUNCIATION:—*region* (rējon)

EXERCISES

1. Answer the following :—

How far does the sea extend? (mark, boundary, earth). How can it be said to play with the clouds or mock the skies? What is the blue above? What is the blue below? How does a storm disturb the sea?

2. Give the prose order of.—

- (1) If runneth the earth's wide regions round.
- (2) Or like a cradled creature lies.

3. Pick out the words which rhyme in this poem
4. Pick out the nouns in this poem In what number are they ?

7. THE CRANE AND THE CRAB



| | | | |
|---------|--------|------------|--------------------|
| crane | defend | anyway | somewhere else |
| intend | moment | difficult | of course |
| boldly | alike | swim | one by one |
| crack | clay | wings | in (out of) danger |
| whether | heap | eat up | in a heap |
| bale | weak | crack open | |

Once a crane who lived on the bank of a lake became old and weak. He was so old and weak that he could not catch the fish in the lake any longer, and he did not know what to do. But at last he thought of a way of getting all the food he needed, whether fish or crab, without having to catch it.

Standing near the edge of the water, he called out to the fishes swimming about there.

and said, 'My friends, I am sorry to have to tell you that you are all in great danger. Only this morning I heard the fishermen say that they intend to bale out all the water in this lake, and what will become of you then?'

'Why, we shall all just die, crabs and fishes alike,' said the fishes together. 'But we look to you for help, and we know you can give it.'

'I should be very pleased to help you, if I could,' said the crane.

'Of course you can,' cried all the fishes again.

'But you may not like what I have to suggest,' said the crane.

'Tell us anyway,' said the fishes.

'Well, the only thing for us to do is to leave this lake and go somewhere else,' said the crane.

'That might be possible for you,' said the fishes, 'for you have wings to fly with. But how are we to go from one lake to another?'

'I could take you across,' said the crane, 'though I could not take more than one of you at a time, for I am old and weak, as you see.'

'That is kind of you,' said the fishes. 'Do please take us somewhere where we can live in peace and safety.'

Now a crab who lived in a hole close by heard what the crane said to the fishes. He

feared that it was all a trick to get the fishes to leave the tank one by one, only to be killed and eaten by the crane. So he came boldly out of his hole, and asked the crane to take him first to a lake where he could live in peace and safety. He did so because he knew that he had claws to defend himself with.

‘Come along,’ said the crane, and away he flew with the crab.

But when they had gone some distance, the crab saw that the crane was not flying to a lake at all, for there was no lake anywhere near. So it was now his turn to play a trick on the crane.

‘It is difficult for you to carry me in your beak,’ he said to the crane. ‘Let me hang on to your neck.’

The crane let him do so. But when he had gone a little distance, the crab asked him where the other lake was.

‘Other lake?’ said the crane. ‘I am not taking you to a lake, but to a tree, where I shall crack open your shell, and eat you up.’

‘And the fishes, too, one by one, I suppose,’ said the crab.

‘Yes,’ said the crane.

But the next moment he came down in a heap, for the crab had driven his claws into his neck and killed him.

PRONUNCIATION

| | | | | |
|--------------|---------------|-----------------|------------------|---------------|
| <i>lane</i> | <i>crane</i> | <i>lake</i> | <i>bale</i> | |
| <i>rank</i> | <i>bank —</i> | <i>tell</i> | <i>any</i> | <i>anyway</i> |
| <i>hold</i> | <i>boldly</i> | <i>moment —</i> | <i>back</i> | <i>crack</i> |
| <i>in</i> | <i>intend</i> | <i>swim</i> | <i>difficult</i> | <i>defend</i> |
| <i>reap</i> | <i>heap —</i> | <i>when</i> | <i>whether</i> | |
| <i>thing</i> | <i>wing —</i> | <i>paw</i> | <i>claw</i> | |

EXERCISES

1. Answer the following questions :—

- (1) Why could the crane no longer catch the fish in the lake ?
- (2) What way did he think of to get food without having to catch it ?
- (3) Did the fish believe what he told them ?
- (4) What did the crab fear ?
- (5) What did he do to prevent the danger ?
- (6) Why did he ask the crane to let him hang on to his neck ?
- (7) Where did the crane say he was taking him, and why ?
- (8) What did the crab do then ?

2. Notice that we have the two plural forms *fish* and *fishes*. *Fish* is used in a collective sense. We use *fishes* when we think of the fishes one by one, thus : three small fishes.

3. Rewrite as directed :—

- (1) The crane was so old and weak that he could not catch the fish in the lake any longer.
(Use *too—to*.)
- (2) When he had gone a little distance, the crab asked him where the other lake was.
(Use *far*.)
- (3) 'The only thing for us to do is to leave this lake and go somewhere else,' said the crane to the fish. (In Indirect speech).

4. Describe what happened when the crab saw that the crane was not flying to a lake at all.

5. Tell us anyway

Come along.

Let me hang on to your neck.

What kind of sentence are these ? Note that the subject *you* is understood

Thank you.—What is the subject of this sentence ?

6. (1) The mother lark returned.

(2) Both of them walk.

(3) The people shouted.

These are sentences. The verbs in these cases do not take any objects after them. They are *intransitive* verbs.

Read these sentences —

(1) The bridge was *narrow*.

(2) We have been *foolish*.

(3) King George became *king*.

(4) You are *late*.

Are the verbs in these sentences transitive or intransitive ? Read them leaving out the italicised words. Are the sentences then complete ? The italicised words complete the sense of the sentences. They are *complements*. In these sentences they refer to the subject. They are therefore *subjective complements*.

Say whether the verb in each of the following sentences is transitive or intransitive, and give the object or the complement wherever you find them —

(1) We shall all just die.

(2) The crane became old and weak.

(3) You have wings.

(4) I shall crack open your shell.

(5) Nothing happened.

(6) We must leave this place at once.

(7) That is dangerous.

(8) The mother lark left the corn field.

(9) They met a party of girls.

(10) These fellows are fools.

8. THE FERRYMAN



ferry boatman penny purse step

‘ Ferry me across the water,
Do, boatman, do.’

‘ If you’ve a penny in your purse,
I’ll ferry you.’

‘ I have a penny in my purse,
And my eyes are blue :

So ferry me across the water
Do, boatman, do.’

‘ Step into my ferry-boat,
Be they black or blue.

And for the penny in your purse
I’ll ferry you.’

—Christina Rossetti
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This is a poem in the form of a conversation between two persons, a boatman and a young girl. The girl has come to a river, and wants to go across to the other bank. She thinks that, as she is a pretty girl with blue eyes, she should be taken over free. But the boatman will not take anyone over who does not pay him a penny. 'I'll ferry you,' he says to the girl, 'for the penny in your purse, whatever may be the colour of your eyes.'

EXERCISES

1. *To ferry* means 'to take across in a boat.' After the word *do* the words 'ferry me across the water' have to be supplied.

What does the word *they* in line 10 stand for?

2. Give two examples of an imperative sentence from this poem.

3. Note that the word *ferry* may be used also as a noun meaning *ferry boat*.

4. Answer the following questions —

(1) Who came one day to be taken across the river?

(2) Did she want to pay the boatman his penny?

(3) Was the boatman willing to take her over free?

(4) Had she a penny to give him?

(5) Where was it?

5. Pick out the objects and complements in this poem.

6. Which lines have rhyming words in each of the stanzas of this poem?

9. A RIDE IN AN AEROPLANE

| | | | |
|-----------|---------|-------|------|
| aeroplane | inside | vast | seat |
| plane | shed | ready | seem |
| descend | cycle | space | |
| aerodrome | outside | giddy | |

Roy.—Dey, have you ever been up in an aeroplane?

Dey.—No, I haven't ; I should like to go up in one very much.

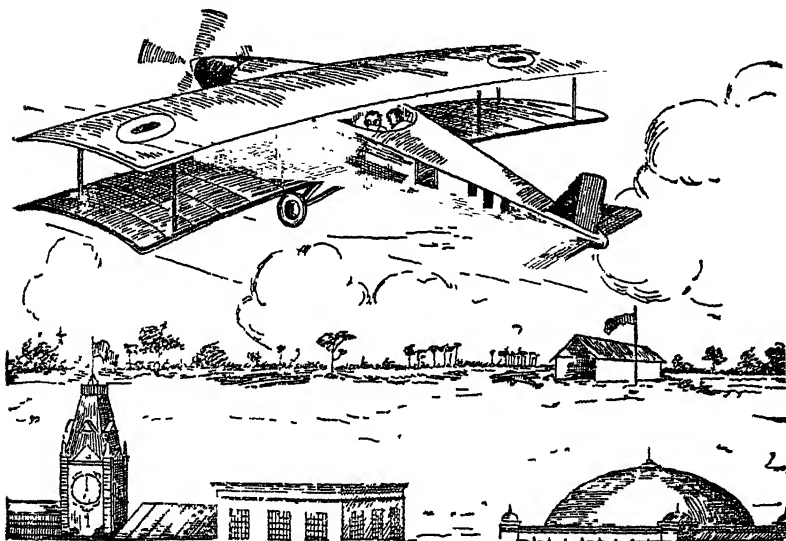
R.—What do you say to a ride in one now ?

D.—I should like nothing better.

R.—Then come along ; let's go to the aerodrome.

(The two friends cycle to the aerodrome, and are soon there.)

D.—Is this the aerodrome ? I see a vast open space with large sheds on one side.



There are some planes inside the sheds and some outside.

R.—Yes ; this is the aerodrome, and there is a plane ready to start. Let's try and get seats in it.

(The boys say they want to go up, pay for their seats, and get into the plane. Then it starts.)

D.—We are running along the ground !

R.—Yes; that is how you start. But now we have left the ground, and are rising.

D.—Yes; the plane is ascending and moving very fast. How small those houses have begun to look ?

R.—Are you afraid ?

D.—No; not at all. I love being up in the air.

R.—You don't feel giddy, do you ?

D.—No, I don't. But what is this? The ground seems to be coming up to us.

R.—No; it is not the ground that is coming up, but we who are going down. The plane is descending.

D.—Yes; so it is. The fields and the houses are now nearer and look bigger.

R.—Here we are again on the ground.

D.—Yes; the plane is running on the ground again. Now it has stopped.

R.—We've had our ride, and we must get out now. How did you like it ?

D.—Oh, I liked it very much. Thank you very much for suggesting that we should come here.

PRONUNCIATION

air *aeroplane* *aerodrome* — *day* *space* *plane*
by *cycle* — *past* *vast* — *inside* *giddy* *descend*
bed *shed* *ready*
feet *seat* *seem*

EXERCISES

1. Answer the following questions —
 - (1) What is an aerodrome ?
 - (2) What does an aeroplane do before it rises in the air ?
 - (3) Why do things look small when they are seen from an aeroplane ?
 - (4) How do they look when the plane is descending ?
 - (5) Does the ground seem to come up as the plane descends ?
2. Pick out the pairs of words which are opposite in meaning. —
inside, ascend, dangerous, difficult, joy, weak, descend, easy, outside, strong, sorrow, safe.
3. Write, as if Dey were writing, a description of the ride.
4. Say whether the verbs in these sentences are transitive or intransitive, and give the objects or complements wherever they occur. —
 - (1) The fields and houses are *now* nearer and look bigger.
 - (2) I liked the ride *very much*.
 - (3) I could take you *across*.
 - (4) The crab came *boldly out of the hole*
 - (5) The crab had driven his claws *into his neck*.
5. Note the italicised words and phrases in the sentences in exercise (4) They all modify the verb. They are *adverbs or adverb phrases*.
Pick out the adverbs in the following sentences :—
 - (1) We must move away immediately
 - (2) That is indeed dangerous.
 - (3) One of them could very easily ride.

(4) The ass can hardly carry you both.

(5) The miller and his son were very sad.

Which of the adverbs in these sentences modify words other than verbs? What words do they modify and what part of speech are they?

6. Write fully —

haven't, let's, don't, we've.

10. PULLING TOGETHER

| | | | |
|-----------|----------|----------|---------------|
| single | until | share | close by |
| direction | ate | get at | look about |
| idea | opposite | any more | go on |
| reply | wisdom | give in | pull together |
| midday | straw | | |

A farmer, who had been ploughing his field all the morning and was hungry, tied his bulls to a tree with a single rope, and went to the stream close by to eat his midday meal.

The bulls, which had been working hard, felt hungry too, and looked about for food. One of them saw a heap of straw beside him, and tried to reach it. The other bull also saw a heap the other side, and tried to reach it. But neither of them could get a bite because both pulled in different directions.

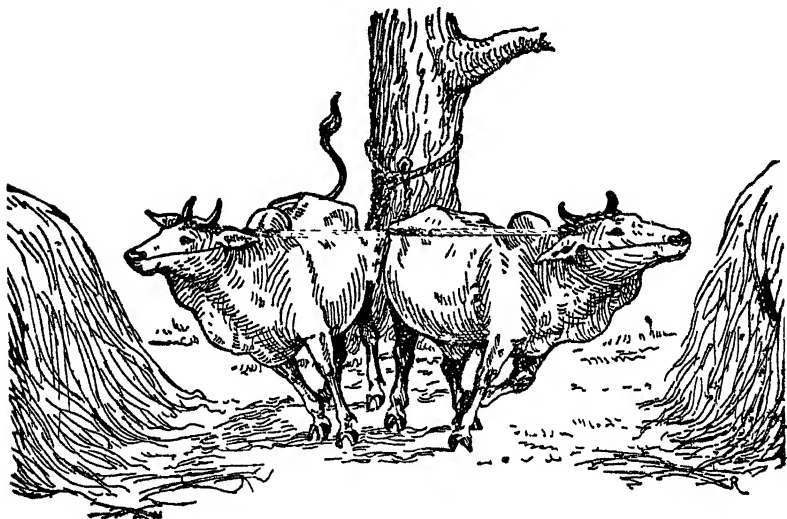
‘Stop pulling,’ said the first bull. ‘I am hungry, and there is a nice lot of straw here, if only I could reach it.’

‘There is some on my side too,’ said the other bull, ‘and if you would stop pulling, I could get at it.’

‘Why should I stop pulling?’ asked the first bull. ‘I am just as hungry as you.’

‘I know you are,’ replied the second bull. ‘And as you will not give in, we must just go on pulling.’

So the bulls pulled and pulled in opposite directions, until they were too tired to pull any more.



Then the first bull said : ‘I think we have been very foolish, and one of us had better give in. If you will come to my side, we can both share my heap.’

‘A splendid idea,’ said the second bull. ‘Why didn’t we think of that before?’

So the bulls went together to the same heap, and ate happily until their master came back for them.

They learnt the wisdom of pulling together.

PRONUNCIATION

| | | | | | |
|--------------|-------------------|--------------|--------------------|---------------|--------------|
| <i>thing</i> | <i>single</i> — | <i>milk</i> | <i>midday</i> | <i>wisdom</i> | <i>reply</i> |
| <i>steal</i> | <i>meal</i> — | <i>paw</i> | <i>straw</i> — | <i>under</i> | <i>until</i> |
| <i>on</i> | <i>opposite</i> — | <i>there</i> | <i>share</i> | | |
| <i>day</i> | <i>ate</i> — | <i>bite</i> | <i>idea</i> (idèa) | | |

EXERCISES

1 Answer the following questions —

- (1) What had the farmer been doing all the morning?
- (2) What did he do with his bulls?
- (3) What did the bulls do, and why?
- (4) What did each of the bulls see and what did they try to do?
- (5) Why could not either of them get a bite?
- (6) When did the bulls stop pulling in opposite directions?
- (7) How were the bulls foolish?
- (8) What lesson did the bulls learn?

2. *Pulling together* means ‘working together.’ Give a phrase that means the opposite of *together* in the phrase *pull together*. Give a phrase that means the opposite of *close by*.

3. Use the following phrases in your own sentences:—

got at, looked about, go on working sums, looked about for, not a single pencil, opposite me in class, different kinds of

4. ‘Come and share my ink’ What does this mean? What does ‘Come and share my Reader’ mean?

5. There are two brothers, but they have only one bicycle between them. Write in a few sentences what they should do about the bicycle if they are to pull together.

6. Give the subject and the object in each of the following sentences —

- (1) *The farmer ate his midday meal.*
- (2) *The other bull also saw a heap.*
- (3) *The little larks could not get their food.*

(4) *The King visited the various parts of the Empire*

(5) I see *a vast open space*.

(6) We can both share *my* heap.

The subjects and the objects are all name words , they are *nouns*

See the italicised words and phrases They qualify the subjects or objects They are adjectives or adjective phrases. They are also called enlargements of the subject or of the object.

11. THE TWO RATS



dwelt
charm

witch
venture

pronounce
befell

remark
one another

He was a rat, and she was a rat,

And down in one hole they did dwell,
And both were as black as a witch's cat,
And they loved one another well.

He had a tail, and she had a tail,

Both long and curling and fine ;
And each said, ' Yours is the finest tail
In the world, excepting mine.'

He smell the cheese, and she smelt the cheese

And they both pronounced it good ;
And both remarked it would greatly add
To the charms of their daily food.

He ventured out, and she ventured out,
 And I saw them go with pain ;
 But what befell them I never could tell,
 For they never came back again.

PRONUNCIATION

| | | | | |
|---------------|-----------------|-----------------|------------------|--------------|
| <i>bell</i> | <i>dwell</i> | <i>venture—</i> | <i>with</i> | <i>witch</i> |
| <i>remark</i> | <i>befell —</i> | <i>on</i> | <i>pronounce</i> | |
| <i>harm</i> | <i>charm</i> | | | |

EXERCISES

1. Complete the story by supplying suitable words and phrases —

Once two rats — were as black — a witch's cat — in one — They loved — well One day they — the cheese kept in a trap They — to get it — their daily food. Both — out — but with — Poor things ! they never —.

2 And down in one hole they did dwell.

Write this in the usual order

12. THE RAINBOW

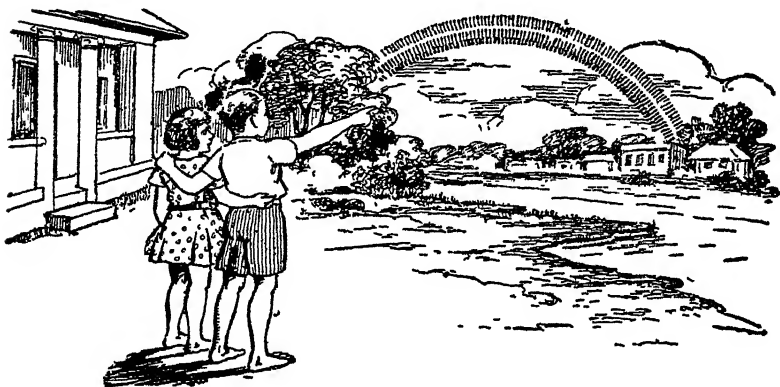
| | | | |
|---------|-----------|---------|----------------|
| rainbow | ray | perfect | at other times |
| heaven | disappear | bend | |
| violet | nature | heart | |
| appear | raindrop | orange | |

We have all seen a rainbow in the sky. Sometimes the colours are brighter than at other times, and the bow is bigger. A rainbow appears only when there is rain about, and it always faces the sun.

The rainbow is one of the wonders of nature, and every time one appears in the sky, we stop to look at it. The perfect bow and lovely colours fill our hearts with joy. A rain-

bow is like a wonderful bridge joining earth and heaven.

A rainbow is formed as the rays of the sun pass through the raindrops in the air. The white light of the sun is made up of rays of all the colours of the rainbow. Some of them bend more than others when passing through



the raindrops, and get separated. So we see the several colours that make up the rainbow. The outside colour is red. Then come orange, yellow, green, and blue. Last of all comes violet.

The rainbow ends nowhere. If you walk towards it, you will never reach it; and if the sun disappears, the rainbow disappears.

PRONUNCIATION

| | | | | |
|-------------|----------------|-----------------|----------------|----------------------------|
| <i>rain</i> | <i>rainbow</i> | <i>raindrop</i> | <i>nature</i> | <i>ray</i> |
| <i>at</i> | <i>appear</i> | <i>— hurt</i> | <i>perfect</i> | <i>— violet (vi-ō-let)</i> |
| <i>on</i> | <i>orange</i> | <i>— are</i> | <i>heart</i> | |
| <i>bell</i> | <i>bend</i> | <i>heaven—</i> | <i>miss</i> | <i>disappear</i> |

EXERCISES

1. Complete this conversation between Ghosh and Sen on the rainbow —

Ghosh — Have you seen a rainbow?

Sen — Yes.. ..

G — When does it appear?

S —

G —

S — It looks like a wonderful bridge joining earth and heaven.

G — How is the rainbow formed?

S —

G —

S — No, we can't reach it.

G — Can you see the rainbow at night?

S —

G — Why do we stop to look at a rainbow?

S —

G — What are the colours of the rainbow?

S —

2. Look up the word list given at the end of the book and find five words that are made up of two words, like *raindrop*.

3. Read these sentences —

(1) The lovely colours fill our hearts with joy

(2) The bulls felt hungry too, and looked about for food.

How many finite verbs are there in (1)? (2)?

A sentence like (1) which has only one finite verb is a *simple sentence*

In (2) we have two simple sentences joined by the conjunction *and*. A sentence like this where two independent simple sentences are joined by a conjunction is called a *double sentence*.

4. The lovely colours fill our hearts with joy.

This can be split up or analysed as shown below:—

Subject—colours

Enlargement of the subject—the, lovely

Finite verb—fill

Object—hearts

Enlargement of the object—our
Extension of the predicate—with joy.

Analyse these sentences similarly.—

- (1) A rainbow always faces the sun
- (2) The rainbow ends nowhere
- (3) I liked the ride very much
- (4) One of them saw a heap of straw beside him.

5 Pick out the nouns in this lesson and arrange them under the heads given below —

Singular

Plural

How many numbers have nouns? Give the plurals of the nouns in the singular number in the table, and the singulars of those in the plural.

How is the plural formed in these cases?

13. BOATS SAIL ON THE RIVERS

sail

ship

overtop

Boats sail on the rivers,
And ships sail on the seas ;
But clouds that sail across the sky
Are prettier far than these.
There are bridges on the rivers,
As pretty as you please ;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky
Is prettier far than these.

—*Christina Rossetti*

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PRONUNCIATION

tail
over

sail —
overtop

tip

ship

EXERCISES

1. Answer the following questions —

- (1) Where do ships sail ?
- (2) What sail across the sky ?
- (3) What are bridges for ?
- (4) What is the bow that bridges heaven ?
- (5) What else does it do ?

- 2 (1) Clouds are prettier than boats

Rewrite beginning *Boats*

- (2) Clouds that sail across the sky are prettier than ships

Complete the sentence

3. What does the poem tell us about ? Write down your answer.

- 4 Pick out the nouns in the plural number in this poem and give their singulars.

5. There are *bridges* on the rivers.

The bow *bridges* heaven.

What part of speech is *bridges* in the first sentence ? in the second sentence ? Note that the same word does the work of a noun and a verb We can tell what part of speech a word is only by looking at the work it does in a sentence

6. Ships are *pretty*

Clouds are *prettier* than ships

The rainbow is the *prettiest* of all.

In these sentences the adjective *pretty* is used in three forms. In the first sentence it merely speaks about one kind of thing, ships. *Pretty* is in the *positive degree* In the second sentence *two* kinds of things, clouds and ships, are compared *Prettier* is used to compare them *Prettier* is in the *comparative degree* In the third sentence *more than two* kinds of things are compared We use *prettiest* then *Prettiest* is in the *superlative degree*

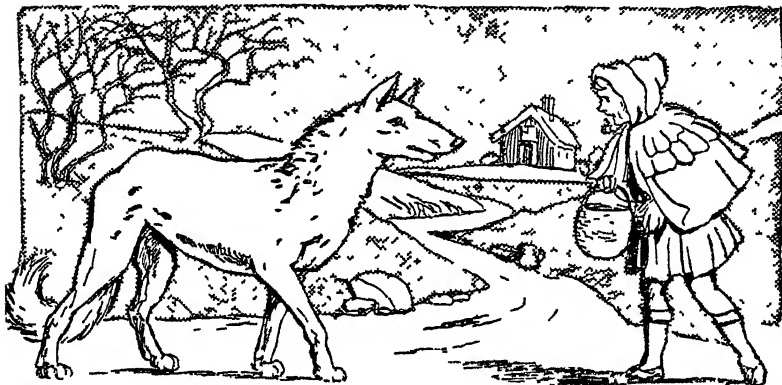
Adjectives have three degrees of comparison—*positive*, *comparative*, and *superlative* Note that we use *than* after the comparative, and the definite article *the*

followed by the preposition *of* with the superlative degree

Give the other degrees of comparison of:—

much, good, big, curly, long, near, fine, bright.

14. LITTLE RED RIDING HOOD—I



| | | | | |
|--------|-------------|----------|-------|---------|
| wolf | grandmother | hood | wore | as well |
| latch | knock | gentle | voice | |
| forest | sprang | nightcap | gown | |

Many years ago there lived a pretty little girl who was much loved by her parents and friends. She had a grandmother who loved her very much. Once she sent the girl a red-coloured hood. The girl was so pleased with it that she wore it always. She was therefore called Little Red Riding Hood.

One day her mother asked her to go to see her grandmother, who was ill, and take her some cakes. The girl, who was very pleased

to go, set out at once with the cakes for her grandmother's home

Now the way to the grandmother's home lay through a forest. As the girl was going along in the forest, a wolf saw her. He asked her where she was going.

'I am going to see my grandmother,' said the girl. 'She is ill, and I am taking some cakes for her.'

The wolf thought that it would be a nice thing to eat the grandmother and the girl as well. He therefore took leave of the girl, and ran fast to the grandmother's house before the girl should reach it. On reaching there the wolf knocked at the door.

'Who's there?' asked the grandmother from her bed.

'It is your Red Riding Hood come to see you with some cakes,' said the wolf in a gentle voice. 'Open the door so that I may come in.'

'I can't get out of bed,' said the grandmother. 'Lift the latch, and the door will open.'

The wolf lifted the latch, and the door flew open. No sooner did the door open, than he rushed in, sprang upon the poor old grandmother, and ate her all up.

Now he knew that Little Red Riding Hood would be there soon, and wanted to eat her too. He therefore shut the door, put on the

nightcap and gown of the old woman, and lay down in the bed waiting for the girl.

PRONUNCIATION

| | | | |
|----------------------|------------------------|---------------|---------------------|
| <i>good</i> | <i>hood</i> | <i>wolf</i> | |
| <i>back</i> | <i>latch</i> | <i>sprang</i> | <i>grandmother</i> |
| <i>fore</i> | <i>wore</i> — | <i>not</i> | <i>knock forest</i> |
| <i>night</i> | <i>nightcap</i> — | <i>brown</i> | <i>gown</i> |
| <i>noise</i> (noize) | <i>voice</i> (voise) — | <i>bench</i> | <i>gentle</i> |

EXERCISES

1. Answer the following questions. —
 - (1) Why was the girl called Red Riding Hood?
 - (2) What way had the girl to take to go to her grandmother's home?
 - (3) What did the wolf mean to do?
 - (4) Did he eat the old woman?
 - (5) What did he do after that?
2. Combine into one sentence the following pairs of sentences. —
 - (1) The girl always wore the red-coloured hood. She was therefore called Little Red Riding Hood.
 - (2) My grandmother is ill. I am taking some cakes for her.
 - (3) The wolf reached the house. He then knocked at the door.
 - (4) Lift the latch. The door will open. (Use *if*)
 - (5) The wolf lifted the latch. The door flew open. (Use *as soon as*)
3. The wolf asked the girl where she was going. Rewrite this using the very words of the wolf.
4. Say which of these sentences are simple, and which are double —
 - (1) Once she sent the girl a red-coloured hood.
 - (2) She is ill, and I am taking some cakes for her.
 - (3) Lift the latch, and the door will open.
 - (4) The wolf lifted the latch.
 - (5) The way to her grandmother's home lay through a forest.

5. She had a grandmother who loved her very much

This is a sentence. How many finite verbs are there in it? Here are the two clauses which make up this sentence —

(1) She had a grandmother.

(2) Who loved her very much

The second clause is not independent, it depends upon the first. It is therefore called a *subordinate clause*. The first is called the *principal clause*

A sentence like this which has one principal clause and one or more subordinate clauses is called a *complex sentence*.

6. Girl, Red Riding Hood.

The first of these nouns is a general name for any girl; the second is the name of the particular girl. *Girl* is a *common noun*, *Red Riding Hood* is a *proper noun*

Write the following nouns in the proper column in the table given below:—George, lark, ass, son, England, country, crane, river, shed, London, Godavari, farmer.

Common

Proper

Note that proper nouns are written with a capital letter.

15. LITTLE RED RIDING HOOD—II

rap

loud

chase

shot

gun

After the wolf left her, Little Red Riding Hood walked on very fast to her grandmother's house. But she had not gone far, when she saw plenty of lovely flowers all along the way. She stopped to pick some of them and make them into a bunch for her grandmother.

When at last she reached the house, she tapped at the door.

'Who's there?' cried the wolf in a loud voice.

The girl, who was at first afraid when she heard the voice, soon thought that her grandmother must have a cold.

So she said. 'It's your Red Riding Hood come to see you with some cakes.'

'Lift up the latch, and come in,' said the wolf gently.



The girl lifted the latch, and went in. The wolf had covered himself well, and so the girl could see only his face.

'Oh, grandmother,' said the girl. 'what great ears you have!'

'The better to hear you with, my dear!'

'And what large and bright eyes!'

'The better to see you with, my dear!'

The girl, who had now begun to be afraid, saw the fearful teeth of the wolf, and said 'Oh, grandmother, what large and fearful teeth you have!'

‘The better to eat you with!’ cried the wolf. So saying, he jumped from the bed, and rushed at the girl to eat her up.

But Red Riding Hood at once rushed out of the house, and ran as fast as she could. The wolf too ran after her.

A hunter, who now chanced to come that way, saw the wolf chasing the little girl to kill her. He at once took his gun and shot the wolf with it. The wolf fell dead, and the girl was saved. She thanked the hunter for saving her, and returned home.

PRONUNCIATION

| | | | | | |
|------------|---------------|--------------|---------------|-------------|--------------|
| <i>map</i> | <i>rap</i> — | <i>crowd</i> | <i>loud</i> — | <i>race</i> | <i>chase</i> |
| <i>hot</i> | <i>shot</i> — | <i>fun</i> | <i>gun</i> | | |

EXERCISES

1. Answer the following questions:—

- (1) Why did the girl again stop on the way?
- (2) Why was she afraid when she first heard the voice from inside the house?
- (3) What did she think soon?
- (4) What frightened her afterwards?
- (5) Who saved her from the wolf, and how?

2. Pick out the words which have the same meaning — rap, dwell befell, get at, intend, aid, happened, knock, mean, live, reach, help.

3. The girl, who was at first afraid when she heard the voice, soon thought that her grandmother must have a cold.

Begin the sentence thus — *The girl was at first afraid . . .*

4. The wolf had covered himself well, and so she could only see his face. Rewrite this beginning the sentence with *As*.

5. *Name of a male*

father

son

king

brother

boy

husband

man

Name of a female

mother

Complete this table

Nouns which are names of males are in the *masculine gender*, those which are names of females are in the *feminine gender*

Nouns like *tree, bridge, nest* which have no life are neither masculine nor feminine. They are of *neuter gender*.

6 Pick out examples of double sentences from this lesson.

7 Give the plurals of —leaf, tooth, man, wolf, bench, woman, cry, bunch, foot, boy.

16. LADY MOON

bold

rove

pale

weep

forever

‘Lady Moon, Lady Moon, where are you
roving?’

‘Over the sea.’

‘Lady Moon, Lady Moon, whom are you
loving?’

‘All that love me.’

‘Are you not tired with rolling, and never
Resting to sleep?’

Why look so pale and sad, as forever
Wishing to weep?’

‘ Ask me not this, little child, if you love me :
 You are too bold.
 I must obey my dear Father above me,
 And do as I’m told.’

‘ Lady Moon, Lady Moon, where are you
 roving?’

‘ Over the sea.’

‘ Lady Moon, Lady Moon, whom are you
 loving?’

‘ All that love me.’

—*Lord Houghton*

This is a conversation between a child and the moon.
 Of course the moon never feels tired, but the child thinks
 that she must feel very tired, since she never rests

PRONUNCIATION

go

bold

rove

EXERCISES

1. Look up the word *rove*, and write down the meaning in your note-book

2. How would the poet address the sun if he wrote a poem on him ?

3. tired with rolling’ Where ?

 . . as forever wishing to weep’ Give the meaning of this.

Give the meaning of line 11

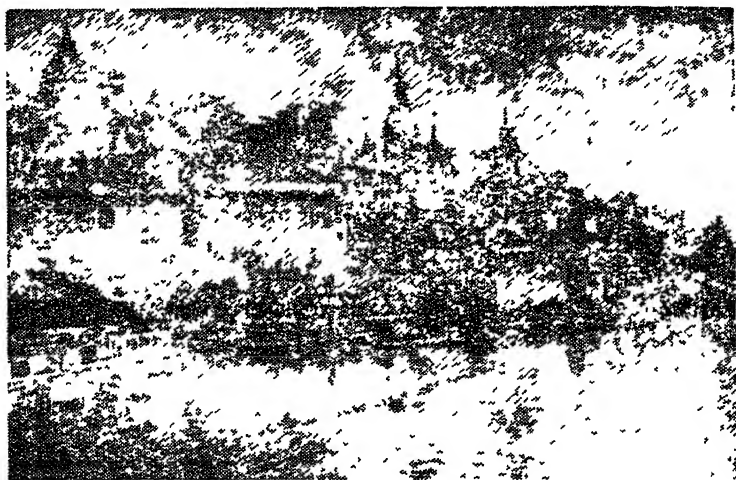
4. Write lines 2 and 4 in full.

17. THE GANGES

| | | | |
|------------|------------|-------------|-----------------|
| bay | steep | cultivation | |
| slope | combine | sacred | former |
| size | irrigation | empty | fall into |
| navigation | journey | important | for purposes of |
| lead | plain | building | |
| million | main | tributary | |

The three longest rivers in India are the Indus, the Ganges, and the Brahmaputra. All the three rivers rise in the Himalayas; but the Indus flows into the Arabian Sea, and the Ganges and the Brahmaputra fall into the Bay of Bengal.

The longest of the three rivers is the Indus,



GANGES AT BENARES

but the best known is the Ganges. This is because to millions of Indian people the Ganges is a holy river, and every year men and women make long and difficult journeys to bathe in it at places that are considered more sacred than others. The most sacred places on the river are Haridwar, Allahabad, and Benares. People from other parts of the

world also visit these places to see the pilgrims throng the banks of the river, and the many stately buildings that rise above the water.

At Haridwar the Ganges rushes down the steep slopes of the Himalayas, and enters the plains below. On the plains the river does not flow so fast as it did higher up, and small boats can sail up and down it. All along its course streams and rivers empty themselves into it. These streams and rivers are called tributaries. The largest of them is the Jumna, which joins the Ganges at Allahabad. Here the river is crowded with boats of every kind and size.

About two hundred miles from the sea the Brahmaputra joins the Ganges. The combined river divides, when it nears the sea, into a number of branches that form deltas. The Hugli, at the western end of the main delta, is the most important branch, for on it stands Calcutta, the largest city in India, and its former capital. Large steamers come up the river to Calcutta, which is a very busy port.

Like most big rivers, the Ganges is navigable for the greater part of its course. Its waters are used not only for navigation, but also for irrigation. Canals lead the water from the river to distant places for purposes of cultivation.

PRONUNCIATION

| | | | | |
|--------------------|-------------------------|-----------------|------------------|--------------------------|
| <i>may</i> | <i>bay</i> | <i>sacred</i> | <i>plain</i> | <i>main</i> |
| <i>millar</i> | <i>million</i> | <i>building</i> | <i>tributary</i> | <i>important</i> |
| <i>city</i> | <i>irrigation</i> | — | <i>much</i> | <i>cultivation</i> |
| <i>hurt</i> (hert) | <i>journey</i> (jerney) | <i>purpose</i> | (perpose) | |
| <i>hope</i> | <i>slope</i> | — | <i>sleep</i> | <i>steep</i> <i>lead</i> |
| <i>end</i> | <i>empty</i> | — | <i>for</i> | <i>former</i> |
| <i>side</i> | <i>size</i> | — | <i>on</i> | <i>combine</i> |

EXERCISES

1. Answer the following questions —

- (1) Where do the three largest rivers of India rise ?
- (2) Why is the Ganges the best known of the rivers in India?
- (3) What do visitors to the sacred places come to see ?
- (4) Why cannot boats sail on the Ganges, before it reaches the plains?
- (5) Which is the largest tributary of the Ganges, and where does it join it?
- (6) What is a canal made for?

2. Note that the article *the* is used before the names of rivers and ranges of mountains.

Give examples of nouns in apposition from this lesson.

3. Use in sentences of your own : not only—but also, for purposes of, divide into, all three.

4. Use other words having the same meaning for the words italicised in —

- (1) The Indus *flows* into the Arabian Sea
- (2) Benares is a *sacred* place.
- (3) Pilgrims *throng* the banks of the river.
- (4) The wolf *chased* the girl.

5. Give the common noun corresponding to each of the following proper nouns.—

India, the Indus. Calcutta, the Himalayas.

6. Calcutta is the *largest* city in India.—Superlative.

No other city in India is *so large as* Calcutta.—Positive.

Calcutta is *larger than any other city* in India.—
Comparative.

Change the degrees of *longest* similarly in:—

The Indus is the longest river in India.

7 Give the other degrees of comparison of *sacred*,
important, *large*, *distant*.

18. MY COUNTRY

ought proud noble land

I ought to love my country,
The land in which I live ;
Yes, I am very sure my heart
Its truest love should give.

For if I love my country,
I'll try to be a man
My country may be proud of ;
And if I try, I can.

She wants men brave and noble,
She needs men true and kind ;
My country needs that I should be
The best man she can find.

PRONUNCIATION

| | | | | |
|-------------|--------------|----|--------------|--------------|
| <i>halt</i> | <i>ought</i> | — | <i>crowd</i> | <i>proud</i> |
| <i>nose</i> | <i>noble</i> | -- | <i>hand</i> | <i>land</i> |

EXERCISES

1. Answer the following questions —
 - (1) Why should I love my country?
 - (2) What kind of men does my country need?
 - (3) What does my country want me to be?
2. Give the prose order of the last two lines of the first stanza.

3 I'll try to be a man.

My country may be proud of.

What kind of sentence is this ? Supply the word which is understood after *man*. Give another example from the poem of a word so left out.

4. Give an example of a noun in apposition from this lesson. What is it in apposition to ?

5 If I love my country, I'll try to be a man my country may be proud of. How many clauses are there in this sentence ? What kind of sentence is this ?

6. Give the plurals of —

(1) tributary. country company, penny, ferry.
reply.

(2) day, way, boy, toy, joy.

State how the plurals are formed in these two cases.

19. THE MOON

streak
reflect
lucky

question
fortnight
taught

wax
own
wane

Saroji.—Look at the new moon, father.

Father.—You've good eyes, my child, to see the thin streak of gold so soon after sunset, when the western sky is still bright.

S.—My teacher told me to look out for the new moon this evening; so I've been waiting for the sun to set.

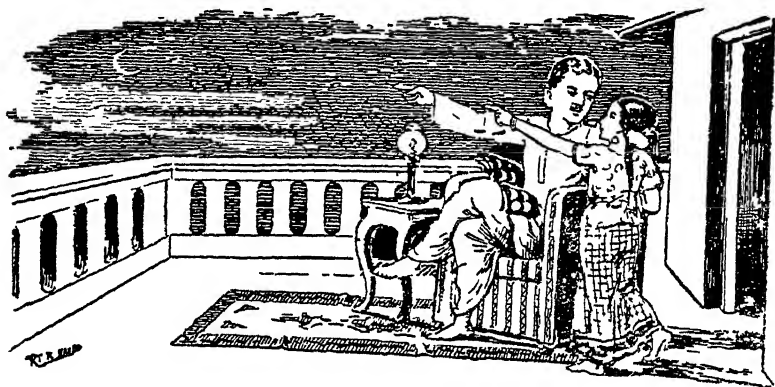
F.—Did you have a lesson on the moon?

S.—Yes, father ; our teacher gave us a very interesting lesson, and she wants us to watch the moon get bigger and bigger from today.

F.—Splendid !

S.—Father, is it really true that it is lucky to see the new moon ?

F—Of course not, Saroji. It's only an idea that some people have ; and anyway it's great fun looking for the new moon and seeing who will see it first.



S.—My friend, Susila, believes that it is very lucky to see the new moon. I must tell her what you've just said.

F.—Let me see if you remember what your teacher told you in the lesson. In how many days from now will the new moon be full ?

S.—A fortnight, father.

F—Right. And where will you look for the full moon—in the east or the west ?

S.—You mean at about this time?

F—Yes, Saroji, at sunset.

S.—I'll look for it in the east ; for on full moon day the moon rises as the sun sets.

F.—That's right. And does the full moon rise in the same place throughout the year ?

S.—I don't know, father.

F.—You'll find that it does not rise in the same place. But here's an easy question. What does *waxing* mean ?

S.—Getting bigger. But the moon does not get bigger ; it's just that we see more and more of the lighted part.

F.—'Lighted part'—what is that ?

S.—The moon has no light of its own, like the sun. The sun shines on it, and lights it up.

F.—So that moonlight is really the sun's light.

S.—The sun's reflected light, the teacher said

F.—Quite right. I'll ask you just one more question—again an easy one. What is the opposite of *waxing* ?

S.—*Waning*, father.

F.—That's right. I see you've remembered what your teacher taught you. You may go and play now with Susila.

PRONUNCIATION

| | | | | |
|---------------|-----------------|---|--------------|------------------|
| <i>beak</i> | <i>streak</i> | — | <i>lane</i> | <i>wane</i> |
| <i>cat</i> | <i>wax</i> | — | <i>no</i> | <i>own</i> |
| <i>bought</i> | <i>taught</i> | — | <i>for</i> | <i>fortnight</i> |
| <i>bed</i> | <i>question</i> | — | <i>reply</i> | <i>reflect</i> |

EXERCISES

1. Answer the following questions :—

- (1) What had her teacher told Saroji to do ? Why ?
- (2) Is it true that it is lucky to see the new moon ?
- (3) When does the moon rise on full moon day ?
- (4) What is moonlight ?
- (5) In the first fortnight after new moon does the moon really get bigger ?
- (6) When does the moon begin to wane ?

2. Use the proper prepositions in the blanks :—

- (1) The crab looked — the crane for help.
- (2) The wolf was looking out — food when the girl came there.
- (3) The shepherd looked — his flock.
- (4) If you look up — the sky, you will see the bright stars.
- (5) The stork looked — the jar.

3. *Assertive*

Interrogative

- | | |
|--|---|
| (1) The Ganges is a holy river. | Is the Ganges a holy river ? |
| (2) The larks were again in great fear. | Were the larks again in great fear ? |
| (3) We must move out immediately | Must we move out immediately ? |
| (4) They have been very foolish. | Have they been very foolish ? |
| (5) Our teacher gave us a very interesting lesson. | Did our teacher give us a very interesting lesson ? |
| (6) Our teacher wants us to watch the moon. | Does our teacher want us to watch the moon ? |

Notice that in (1) to (4) the verb is a helping verb or is formed with a helping verb. In such cases we change an assertive into an interrogative sentence by only putting the helping verb before the subject. In (5) and (6) the verb is in the simple present or past tense, in such cases we use the *do* to make the sentence interrogative.

Make these sentences interrogative :—

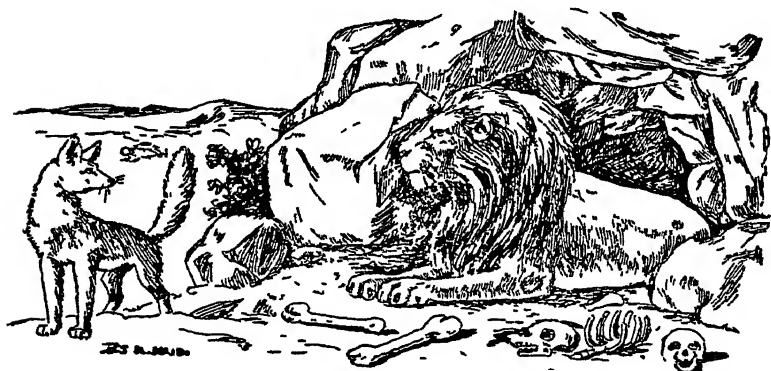
- (1) It is lucky to see the new moon.
- (2) Susila believes so.

- (3) My country wants brave and noble men.
- (4) Small boats can sail up and down it.
- (5) Large steamers come up the river to Calcutta.
- (6) The wolf ran after her

4 You mean at about this time ? This sentence is in the assertive form, but it is really a question. In speech it is indicated by the tone, but in writing it is indicated by a question mark. Such questions are used in conversation.

5. *Gold* is the name of a material So also are *iron*, *silver*, *wood*, etc. These are *material nouns*.

20. THE LION AND THE FOX



pretend
happen
track

believe
clever
starve

prey
footprint
cheat

to fall an easy prey to
how kind of you
to be taken in

Once a lion who had become too old to run about and hunt, did not know how to get food to eat. The animals feared him, and would not come near him; and he could not run and hunt them.

‘Now that I cannot hunt,’ thought the lion to himself, ‘I must make the animals come

to me. Then I can easily kill them and eat them.'

He thought and thought, and at last hit upon a plan. He pretended to be ill in his den, and lay there.

When the animals saw that the lion was always in his den, they thought that he must be ill and would not be able to hunt them. So they began to move about freely near his den.

One day a goat who came that way peeped in to see what the matter was with the lion.

'Mr. Goat,' said the lion, 'you see how very ill I am. I can't even get up. Please come in and help me.'

Believing the words of the lion, the foolish goat went near the lion to help him. At once the lion sprang upon him and killed him.

In the same way a sheep, a rabbit, and some other animals fell an easy prey to the lion. The lion was feeling happy that his plan was so good.

At last a fox who happened to pass that way just peeped in to see how the lion was.

'Mr. Fox! How very kind of you to have come to see me when I am very ill! You see I am dying. Please come in and help me.'

But the fox was too clever to be taken in so easily.

'Mr. Lion,' said the fox looking at the footprints of animals on the ground. 'I am afraid I can't believe you. I see the tracks of animals pointing towards your den, but I do

not see their footprints pointing out again. You must therefore have killed them. Stay where you are and starve.'

So saying, the fox left the lion and ran away to tell the other animals how the lion had been cheating them.

PRONUNCIATION

| | | | | |
|---------------|----------------|------------------|-------------|---------------|
| <i>become</i> | <i>believe</i> | <i>pretend</i> — | <i>way</i> | <i>prey</i> |
| <i>has</i> | <i>happen</i> | <i>track</i> — | <i>hard</i> | <i>starve</i> |
| <i>heat</i> | <i>cheat</i> | | | |

EXERCISES

1. Answer the following questions.—
 - (1) Why could not the lion get food to eat ?
 - (2) What plan did he hit upon ?
 - (3) Did he succeed ?
 - (4) Who came last ?
 - (5) How did the fox see that the lion was cheating ?
2. Choose the proper word and complete the sentences —
 - (1) The goat fell an easy — (friend, visitor, prey) to the lion.
 - (2) The lion — (wanted, pretended, cheated) to be ill
 - (3) The rabbit — (listened, talked, believed) the lion
 - (4) The lion — (sprang, walked, took) upon the goat and killed him.
3. Use the phrases given below and complete the sentences —
 - (1) The crab — to kill the crane
 - (2) I can read Hindi and write it —.
 - (3) The boatman would not be — by the girl.
 - (4) We are all — our native place.
 - (5) The lion became old and could not get food—
 - (6) — the lion would have killed the fox, but now he was too old.

any more, taken in, hit upon a plan, at other times, as well, proud of.

4 The animals feared the lion.

In this the subject is *animals*. It is said to be in the *nominative case*.

Lion is the object It is said to be in the *objective case*.

The lion stayed in his *den*.

Here den is a noun. It is an object governed by the preposition *in*. It is said to be in the *objective case*.

The animals went freely near the lion's den

Here lion's is in the *possessive case*.

Give the case of the nouns in these sentences.—

(1) The goat believed the words of the lion.

(2) My heart should give its truest love.

(3) Canals lead the water from the river to distant places.

(4) The pilgrims bathe in the river.

5. *Believing the words of the lion*, the foolish goat went near the lion to help him.

The italicised part is a phrase beginning with the participle *believing*. The sentence can be changed into a clause thus:

The foolish goat believed the words of the lion, and went near him to help him.

Or

As the foolish goat believed the words of the lion, he went near him to help him.

Change the following sentences into simple sentences by using the participial phrase:—

(1) The girl saw the danger, and ran out.

(2) As the wolf wished to eat both the grandmother and the girl, he ran fast to the house.

6. 'One day a goat who came that way peeped in to see what was the matter with the lion.'—How many clauses are there in this sentence? What kind of sentence is this?

21. THE MALI



mali
saucy
seedling

dash
sparrow
folk

thirsty
tender
chat

bloom
shoot
naughty

strange
path

The mali with his bright red cap
Is such a busy man,
I see him hurry to and fro
With his big water-can.

He dashes water up the path
To make the dust lie low,
He waters all the thirsty flowers
To make them bloom and blow.

He drives away the naughty boys
That come to steel the fruits ;
He keeps the saucy sparrows far
That kill the tender shoots.

He makes a long strange-sounding name
 For every flower that blows,
 He plants the little seedlings out
 And sets them all in rows.

And then when evening comes, and folk
 All watch the setting sun,
 He sits to chat beside the well
 And tells all he has done.

—(*Reprinted by kind permission of*
 A. MARY R. DOBSON and THE OXFORD
 UNIVERSITY PRESS, Bombay)

N.B.—*Blow* here means *bloom*.

PRONUNCIATION

cat chat dash — far path sparrow mali
hurt thirsty—room bloom shoot
caught naughty saucy—tend tender
bold folk —seed seedling—lane strange

EXERCISES

1. Complete this account of the daily work of the mali:—

The mali is a very — man. He takes — in his water-can, and runs to and fro to water the — and the — He thus keeps the — down and makes the — —. He watches the garden to — away the — boys that come to — the fruits. He also drives away the — that come to — the — shoots. When the seedlings are —, he — them all in — He — like this — evening, and then sits — the well to chat. He then tells — he has —

- 2 Give words meaning the exact opposite of —
 busy, bright, clever, wax, loud, naughty
3. Make the following sentences interrogative. —
 - (1) The mali is a busy man.
 - (2) He chats beside the well.
 - (3) The boys come to steal the fruits.
 - (4) The goat went near the lion to help him.

4. He drives away the naughty boys *that* come to steal the fruits

Give the two sentences which are joined by *that*. *That* also stands for boys. *That* is called a *relative pronoun*; *boys* is its *antecedent*.

Who, *which*, and *what* are also used as relative pronouns

Point out the relative pronouns in these sentences, and give the antecedent in each case —

- (1) Visitors come to see the many stately buildings that rise above the water.
- (2) The girl, who was at first afraid, soon became bold
- (3) It is not the ground that is coming up, but we who are going down.
- (4) A farmer, who was hungry, went to the stream close by to eat his midday meal.
- (5) The bulls, which had been working hard, felt hungry too
- (6) He tells what he has done

22. THE CAMEL

| | | | | | |
|-------|-------|------|---------|--------|--------|
| camel | rare | hump | ugly | barren | remind |
| ocean | shrub | camp | oasis | beast | burden |
| flesh | rough | hair | tent | skin | hide |
| | | | leather | | |

You have seen a camel — or, perhaps, you haven't. Here is a picture of a camel. Camels are quite common in Delhi, where they draw carts like bulls. In other parts of our country they are rare.

How ugly the camel looks with its long neck and big hump! But it is a most useful animal to some people. It lives in hot and barren lands, and is very useful to the people who live there.

In Arabia and some other hot countries there are vast sandy deserts where hardly anything grows. No animal except the camel can live and travel about in them. They are so vast that they remind one of the ocean. A desert cannot be crossed except on a camel or, of course, in an aeroplane. So the camel is called 'the ship of the desert'.



Do you wonder how the camel lives in such places? It lives on desert shrubs, and likes them much. It drinks enough water at a time to last it for a week, and so can go a whole week without drinking water. This is what makes it so useful in a desert.

At long distances, often miles apart, fertile spots are found in a desert. These are called *oases*. Men crossing a desert camp a few

days at each *oasis*, and get their supply of food and water there. The camels feed there, and drink enough water, before leaving, to last them for a few days.

Besides its use as a beast of burden the camel is useful to the Arab in other ways too.

He drinks its milk and eats its flesh. He makes a rough cloth from its hair for his tents, and uses its skin (or hide) for making leather goods of all kinds.

PRONUNCIATION

| | | | | |
|--------------|--------------------|----------------|----------------|-------------------|
| <i>lamp</i> | <i>camp</i> | <i>camel</i> | <i>barren</i> | |
| <i>where</i> | <i>rare</i> | <i>hair</i> | | |
| <i>run</i> | <i>hump</i> | <i>ugly</i> | <i>shrub</i> | <i>rough</i> |
| <i>pin</i> | <i>skin</i> | <i>remind</i> | <i>her</i> | <i>burden</i> |
| <i>old</i> | <i>oasis</i> (ō-ă) | | | |
| <i>feast</i> | <i>beast</i> — | <i>feather</i> | <i>leather</i> | <i>flesh tent</i> |
| <i>side</i> | <i>hide</i> | | | |

EXERCISES

1. Answer the following questions:—

- (1) What do deserts remind one of ?
- (2) Why is a camel called the ship of the desert ?
- (3) What makes the camel able to live and travel about in deserts ?
- (4) Why do men camp at an oasis ?
- (5) What do camels do there ?

2. Rewrite as directed —

- (1) How ugly the camel looks! (as an assertive sentence)
- (2) A desert cannot be crossed except on a camel. (Use *can* for *cannot*)
- (3) Camels are quite common in Delhi. There they draw carts like bulls. (Combine into one sentence)
- (4) No animal except the camel can live in them. (Remove the negative sign *no*)

(5) The camel is useful to the Arab in many ways.
(Use *serve*)

3. The mali sits *beside* the well and chats

Besides its use as a beast of burden, the camel is useful to the Arab in other ways too

Note the difference in meaning between *beside* and *besides*.

Beside means 'by the side of,' and *besides* means 'in addition to'.

4. Pick out the relative pronouns in this lesson and give their antecedents.

5 *Fertile* spots are found in a desert.

The camel is *ugly*.

What parts of speech are the words italicised in these sentences? In the first sentence the adjective *fertile* comes before the noun *spots* as an *attribute*. It is said to be used *attributively*. In the second sentence the adjective *ugly* is separated from the noun *camel* by the verb *is*. Here it is said to be used *predicatively*.

Write six sentences, one for each, using these adjectives *predicatively* :—

black, round, big, sweet, fine, clever.

23. THE CAMEL MAN

| | | | | | |
|---------|-------|--------|---------|-------|-----------|
| horizon | speck | mail | gait | trot | disdain |
| again | lip | quiver | patient | calm | heartfelt |
| hail | halt | cactus | hedge | kneel | at length |
| | | groan | earn | | |

We often go, as evening falls,
To where the desert lies,
And watch the far horizon line
Beneath the reddening skies ;
Until at length a speck appears
Which larger, larger grows,
And coming slowly nearer us
A man and camel shows.

It is the man who brings our mail,
He always comes in so ;
He is the nicest camel-man
That ever I did know !

The camel comes with swinging gait
And trots and trots amain,
His lower lip all quivering
In patient calm disdain.



And as the camel nearer draws
And we can hail the man,
We call to him, 'O Lakshman Singh
As loudly as we can.

Then seeing us he answers back,
'*He baba lok, salam,*'
And halts beside the cactus hedge,
Beneath the great big palm,

And slowly down the camel kneels,
 With many a heartfelt groan ;
 As if he thought he were ill-used
 And never left alone.

And Lakshman Singh steps smiling off
 The mail-bag in his hand
 (He is the nicest camel-man,
 I think, in all the land).

He smiles to reach his journey's end.
 The sun sinks in the west.
 The camel and good Lakshman Singh
 Have both well earned their rest.

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 A. MARY R. DOBSON and THE OXFORD
 UNIVERSITY PRESS, Bombay)

PRONUNCIATION

| | | | | | | |
|--------------|---------------|---|--------------|----------------|------------|--|
| <i>about</i> | <i>amain</i> | — | <i>rise</i> | <i>horizon</i> | | |
| <i>tail</i> | <i>mail</i> | | <i>gait</i> | <i>hail</i> | — | <i>hurt</i> <i>earn</i> |
| <i>leg</i> | <i>speck</i> | | <i>hedge</i> | — | <i>hot</i> | <i>trot</i> — <i>bone</i> <i>groan</i> |
| <i>car</i> | <i>calm</i> | | <i>ball</i> | <i>halt</i> | — | <i>quiver</i> <i>disdain</i> |
| <i>back</i> | <i>cactus</i> | — | <i>steal</i> | <i>kneel</i> | | |

EXERCISES

1. Answer the following questions —
 - (1) What appears as a speck ?
 - (2) Why does it grow larger and larger ?
 - (3) What does the camel do to help the man to get down ?
 - (4) How have the camel and the camel-man well earned their rest ?
2. Complete the sentences with the words and phrases given below :—
 - (1) The old lion was killing every animal that went to him. — the fox found out the trick.

- (2) The lion spoke — he was very ill
 (3) The camel-man halts — the cactus hedge
 (4) We see at a distance a camel and a man —.
 (5) A big lake — one of the ocean.
 (6) In a busy street we see people hurrying —.
 reminds, besides, at length, to and fro, beside,
 as if

3. Describe how a camel walks.

4. Pick out the relative pronouns in the second and third stanzas, and give their antecedents.

5. The camel comes with swinging gait.

Camels come with swinging gait.

Note that the verb agrees with its subject in number. If the subject is in the singular, the verb also is in the singular number, if the subject is in the plural, the verb also is in the plural number.

Note that a verb adds *s* for singular, while a noun adds *i* for the plural

The camel and the man have earned their rest.

What is the verb in this sentence? Is it singular or plural? Why?

24. PAID IN HIS OWN COIN—I

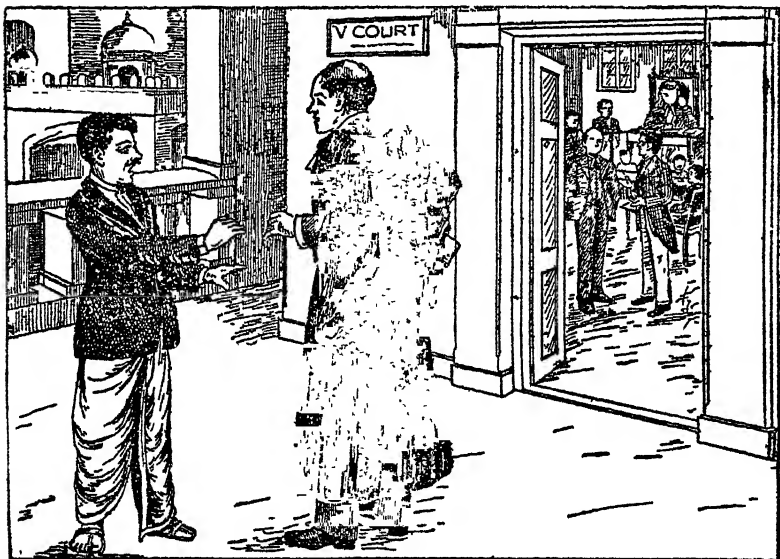
| | | | | |
|----------|----------|---------|------------|--------------|
| borrow | expect | amount | example | pay back |
| shilling | coin | treat | illustrate | instead of |
| paid | merchant | lend | interest | part with |
| owe | excuse | law | decide | make excuses |
| employ | wrong | prison | fee | get out of |
| case | person | promise | due to | keep out of |
| | | take up | go to law | |

When you borrow money, you are expected to pay it back. You must pay back the full amount borrowed. For example, if you borrow three rupees from your friend, you must pay back three rupees. You must not pay an amount less than three rupees. You must not pay three shillings instead of three

rupees. You must pay your friend in the same coin as he paid you in, that is, rupees.

But 'to pay a person in his own coin' has also another meaning. It may mean to treat a person as he has treated you or intended to treat you.

Here is a story that illustrates this meaning of the expression.



There was once a man who borrowed money from others, but never paid them back

One day he asked a merchant to lend him a large sum of money, and promised to pay him interest at a high rate. The merchant knew that this man had not paid back the sums he had borrowed from other persons. But this

he thought, was due to the fact that they did not know how to get their money back. He was sure that he himself was clever enough to make the borrower pay back all that he owed. Then there was the high rate of interest. His money would bring in a large amount of interest. So in the end he parted with it.

Then the time came for the money to be paid back. But when the merchant asked for its return, the man made excuses, and there were more excuses every time he was asked for the money. Getting back his money was not so easy as the merchant had thought, and at last he had to go to law about it.

When the man heard what the merchant intended to do, he was afraid, because he did not know what might happen to him. Having thought over the matter for a long time, he decided at last to see a lawyer about it. The lawyer he went to see was not a good man. He was employed by men who had really done wrong, but whom he got out of trouble by his tricks.

‘What will you give me if I keep you out of prison?’ asked the lawyer.

‘Prison?’ said the man. ‘Shall I have to go to prison?’

‘Yes,’ said the lawyer, ‘and that is why I want you to fix my fee before I take up your case, for I shall have to work hard for you.’

‘I have but a hundred rupees—my all,’ said the man. ‘I’ll give it all to you if you keep me out of prison.’

‘Right,’ said the lawyer, and asked him to come and meet him on the day of hearing.

PRONUNCIATION

| | | | | | | |
|--------|----------|------------|----------|--------|--------|--|
| sorrow | borrow | promise | wrong | | | |
| except | expect | example | lend | | | |
| excuse | employ | — hurt | merchant | person | prison | |
| till | shilling | illustrate | interest | decide | | |
| voice | coin | — beat | treat | fee | | |
| tail | paid | — no | owe | — paw | law | |
| new | due | — about | amount | | | |

EXERCISES

1. Answer the following questions :—

- (1) Why did the merchant part with his money ?
- (2) Was it as easy to get back his money as he thought ?
- (3) What did he decide to do in the end ?
- (4) What did the borrower do then ?
- (5) Why did the lawyer want to fix his fee ?
- (6) What fee did the man promise to give ?

2. Use the following in sentences of your own instead of, the same . . . as, pay back, part with, make excuses.

3. Having thought over the matter for a long time the man decided at last to see a lawyer about it

What kind of sentence is this ? Change it into (1) a compound sentence, and (ii) a complex sentence.

4. I will give you a hundred rupees.

Which are the objects in this sentence ?

There are two objects—*you* and *rupees*. *Rupees* is the *direct object*, and *you* is the *indirect object*. To find the indirect object you must ask the question *to whom* ? or *to what* ?

In the following sentences say which objects are direct and which are indirect :—

- (1) The teacher told us the story.
- (2) The people gave the king a warm welcome.
- (3) You can give us help.
- (4) The teacher taught us this lesson on the moon.

5 He was employed by men *whom* he got out of trouble by his tricks.

What is the case of *whom*? It is the object of *got*. *Which* and *what* keep the same form for the objective case.

6. There was *a* man who borrowed money from others. One day he asked *a* merchant to lend him money. *The* merchant knew that *the* man was not a good man.

Before common nouns in the singular number, one of the words *a* (or *an*) or *the* is used. *The* is used when we speak of a *particular* person or thing that has been mentioned already.

25. PAID IN HIS OWN COIN—II

| | | | | | |
|--------|--------|-------|---------|--------|---------|
| advice | client | court | admit | suit | gave up |
| simple | idiot | brain | dismiss | debtor | |

The day of hearing came, and the debtor appeared before the lawyer.

‘Yours is a very difficult case,’ said the lawyer. ‘You must do as I ask you to do, or you cannot escape prison.’

‘I’ll do anything you tell me to,’ said the man, ‘for I know there is no one in the town who can help me but you.’

‘Well, this is my advice,’ said the lawyer. ‘When the judge asks you a question, say “Baa!” like a sheep, and leave the rest to me.’

‘I’ll certainly do so,’ said the client.

Shortly afterwards, lawyer and client both went to court, and the judge began to try the case.

‘Do you admit that you owe this merchant the amount in the suit?’ asked the judge.

‘Baa!’ cried the debtor.

‘I am asking you a simple question,’ said the judge. ‘Do you owe this merchant the amount in the suit? Give me a straight answer.’

‘Baa!’ cried the man again.

‘What is the matter with you?’ said the judge angrily. ‘Answer my question straight.’

‘Baa!’ cried the man for the third time.

‘This man must be an idiot with a sheep’s brain,’ said the judge.

No sooner did the judge say so, than the lawyer stood up, and said, ‘Yes, indeed, my lord. And would anybody believe that such a clever man as the merchant here would lend an idiot like my client so large a sum as he says he lent him?’

‘I cannot believe it,’ said the judge, and dismissed the case.

The debtor was free now, and he rushed out of the court very pleased with himself.

‘Not so fast, my good friend,’ said the lawyer; ‘what about my fee?’

‘Baa!’ came the reply from the client.

‘You are no longer in court, man,’ said the lawyer. ‘You have won the case. Give me my fee.’

'Baa!' once again came the reply from the client.

Again and again the lawyer asked for his fee, but getting the same reply every time, he gave up all hope of receiving his fee and walked away a sadder but a wiser man. He had been paid in his own coin.

PRONUNCIATION

| | | | | |
|--------------|---------------|----------------|----------------|-----------------|
| <i>alive</i> | <i>advice</i> | <i>admit</i> | | |
| <i>sky</i> | <i>client</i> | <i>— board</i> | <i>court</i> | <i>— few</i> |
| <i>train</i> | <i>brain</i> | <i>— set</i> | <i>debtor</i> | <i>(dettor)</i> |
| <i>six</i> | <i>simple</i> | <i>idiot</i> | <i>dismiss</i> | <i>suit</i> |

EXERCISES

1. Answer the following questions.—
 - (1) What advice did the lawyer give his client?
 - (2) What did the judge think of him?
 - (3) What did the lawyer do then?
 - (4) What happened to the case?
 - (5) What did the debtor do when the lawyer asked for his fee?
 - (6) How was the lawyer paid in his own coin?
2. Rewrite as directed —
 - (1) Yours is a difficult case. (Begin with *Your case*)
 - (2) You must do as I ask you to do, or you cannot escape prison. (Begin with *If*)
 - (3) No sooner did the judge say so, than the lawyer stood up. (Use *as soon as*)
 - (4) Getting the same reply every time, the lawyer gave up all hope of receiving his fee. (Into a complex sentence)
3. The lawyer asked again and again, *but* got the same reply.
There is no one who can help me *but* you.

In the first sentence *but* is a *conjunction* joining two sentences. In the second it is a *preposition* meaning *except*.

4. The client made the same reply.
You have won the case.
He gave up all hope.

In these sentences the doer of the action is the subject. The verbs are then said to be in the *active voice*

They can also be written with the object as the subject thus.—

- The same reply was made by the client.
The case has been won by you
All hope was given up by him.

The verbs are here said to be in the *passive voice*

To change the voice of a verb from active to passive, we must—

- (1) make the object the subject of the sentence ,
- (2) use the proper form of the verb *be* with the verb ;
- (3) write the subject with the preposition *by* preceding it at the end.

Change the voice of the verbs in the following from active to passive:—

- (1) Bad people employed the lawyer.
 - (2) I will take up your case.
 - (3) The camel man brings our mail.
 - (4) They have earned rest.
 - (5) The girl lifted the latch
 - (6) Father and son carried the ass to the fair.
5. Give me a straight answer.
This man must be an idiot

A is used before words beginning with a consonant; *an* is used before words beginning with a vowel.

26. *FOR WANT OF A NAIL*

nail

battle

for want of

For want of a nail, the shoe was lost ;
For want of a shoe, the horse was lost ;
For want of a horse, the rider was lost ;
For want of a rider, the battle was lost ;
For want of a battle, the kingdom was lost,
And all for the want of a horse-shoe nail.

These lines teach the importance of little things. Because a nail had fallen out, the shoe came off. Because the horse had lost that shoe, it fell and was killed, and so on. At last the whole kingdom was lost, just because of the loss of a nail

PRONUNCIATION

nail

battle

—

for want of

a nail

EXERCISES

1. Answer the following questions —

- (1) Why was the horse lost ?
- (2) What was lost for want of a rider ?
- (3) Why was the kingdom lost ?

2. Explain:—For want of a horse the rider was lost.
(The rider was killed . . . on foot and not on his horse).

3. What is a horse-shoe made of ? How is it fixed on to the hoof of a horse ? (Use *by means of*).

27. RABINDRANATH TAGORE

| | | | | |
|-----------|------------|----------|---------|-------------------|
| poet | member | artist | ability | to come of |
| tour | appeal | ordinary | verse | little or no |
| attract | attention | poem | drama | call forth |
| award | literature | honour | rapt | get to know |
| education | mere | power | reason | put into practice |
| practice | patriot | native | | |

We have all heard of Rabindranath Tagore, one of India's greatest poets. He was born in Calcutta on the 6th of May, 1861. He comes of the great Tagore family, many of whose members have been either poets or artists. Tagore showed early promise of poetic and artistic ability.



As a boy he often went with his father on his tours to the Himalayas. The beauties of nature always appealed to him, and as he grew older, this love of nature deepened.

Tagore was put to school when young. To one of his artistic nature ordinary school studies made little or no appeal, and so he did not do well at school. But this was only because the world was his school, and nature his book.

From his youth Tagore found pleasure in reading and singing verse, and later on in writing verse himself. At the age of twenty he began to attract attention as a poet and artist, and it was the beautiful poems in his *Gitanjali* that made him known all over the world. Besides poetry he has written stories and dramas, and he was awarded the Nobel Prize for literature, an honour greatly prized in every country of the world.

Tagore has toured round the world more than once, and wherever he has been, people have thronged to hear him speak, and have listened to him with great interest and rapt attention.

Tagore has always been interested in education—not as mere book learning, but as a power to call forth the best in everyone. He is also interested in it as a power to draw men closer to one another. For this reason he started a school of his own, called Santiniketan, at Bholpur, where he has put his ideas into practice. Men of many different countries have met here and got to know one another better.

Tagore is a great patriot, and no one loves his native land more dearly than he loves India. Mahatma Gandhi, whom all in India regard as a great patriot, considers Tagore as one of his gurus.

PRONUNCIATION

| | | | | | |
|-----------------|----------------|-----------------|-----------------|----------------|---------------------------|
| <i>one</i> | <i>won</i> | — <i>poet</i> | <i>poem</i> | — <i>are</i> | <i>artist</i> |
| <i>above</i> | <i>ability</i> | <i>at</i> | <i>attract</i> | <i>appeal</i> | <i>attention</i> |
| <i>practice</i> | <i>rapt</i> | — <i>far</i> | <i>drama</i> | | |
| <i>poor</i> | <i>tour</i> | — <i>on</i> | <i>ordinary</i> | — <i>on</i> | <i>honour</i> |
| <i>her</i> | <i>verse</i> | — <i>page</i> | <i>native</i> | <i>patriot</i> | — <i>here</i> <i>mere</i> |
| <i>beat</i> | <i>reason</i> | — <i>shower</i> | <i>power</i> | — <i>end</i> | <i>education</i> |

EXERCISES

1. Answer the following questions :—

- (1) Why did Tagore not like school education ?
- (2) What did he find pleasure in from his youth ?
- (3) For what was the Nobel Prize given to him ?
- (4) How was Tagore received when he toured the world ?
- (5) What does he consider education to be ?

2. Fill up the blanks with phrases chosen from those given below —

- (1) Pilgrims from all parts — in the Ganges.
- (2) Songs — Children most.
- (3) — King George V found pleasure in the sailor's life
- (4) When Mahatma Gandhi spoke, people listened to him with —.
- (5) The debtor—all hope of escaping prison, but the lawyer saved him from it
from his youth, gave up, throng to bathe, rapt attention, appeal to.

3. Give examples of a noun in apposition from this lesson

4. *Gitanjali* made him known

Here *known* is necessary to complete the sense. It is a complement. It qualifies the object *him*. Therefore it is an *objective complement*.

Tagore called his school Santiniketan.

Which is the complement here ? Is it subjective or objective ?

5. Change the number of the subject into the plural and rewrite the sentences.—

- (1) The camel lives on shrubs.

- (2) The young lark was afraid.
- (3) The farmer works in his field.
- (4) The naughty boy steals the fruits
- (5) The lawyer does not help us without a fee.

6. They awarded Tagore the Nobel Prize.

Here *Nobel Prize* is the direct object, it is in the *objective case* Tagore is the indirect object, it is in the *dative case*.

Ability . This is a quality which cannot be seen or felt. Nouns of this kind, which denote quality, state or condition, are *abstract nouns*.

Family This stands for a group of persons. Such nouns, standing for a collection or group of persons or things, are *collective nouns* Other examples are *flock*, *herd*

28. THE MOUNTAIN AND THE SQUIRREL

| | | | | |
|---------|--------|----------|-----------|------|
| quarrel | latter | prig | doubtless | sort |
| weather | sphere | disgrace | occupy | spry |
| deny | talent | | | |

The mountain and the squirrel
 Had a quarrel,
 And the former called the latter 'Little Prig'.
 Bun replied,
 ' You are doubtless very big,
 But all sorts of things and weather,
 Must be taken in together
 To make up a year,
 And a sphere ;
 And I think it no disgrace
 To occupy my place.
 If I'm not as large as you,
 You are not so small as I,
 And not half so spry ;

I'll not deny you make
 A very pretty squirrel track,
 Talents differ ; all is well and wisely put ;
 If I cannot carry forests on my back,
 Neither can you crack a nut. '

—R. W. Emerson

PRONUNCIATION

| | | | | |
|----------------|----------------|------------------------|-----------------|-----------------------|
| <i>hot</i> | <i>quarrel</i> | <i>occupy</i> (okyupı) | —for | <i>sort</i> |
| <i>matter</i> | <i>latter</i> | <i>talent</i> | | |
| <i>big</i> | <i>prig</i> | <i>deny</i> | <i>disgrace</i> | —now <i>doubtless</i> |
| <i>leather</i> | <i>weather</i> | —here <i>sphere</i> | | |
| <i>sky</i> | <i>spry</i> | | | |

EXERCISES

1. Answer the following questions —
 - (1) What did the mountain call the squirrel ?
 - (2) How is the mountain useful to the squirrel ?
 - (3) What does the mountain carry on its back ?
 - (4) Can it crack a nut ?
2. Point out the words which rhyme in this poem.
3. Rewrite as directed :—
 - (1) I think it no disgrace. (Use *not* for *no*)
 - (2) I *will not deny* you make a pretty squirrel track (Use one word for those italicised)
 - (3) You are doubtless very big (Use another word for *doubtless*).
4. The mountain and the squirrel.
 Had a quarrel,
 And the former called the latter ' Little Prig '.

Which is the former ? Which is the latter ?

When two persons or things are spoken of, the first is referred to as *the former* and the second as *the latter*.

5. Pick out the personal pronouns in the poem and say what each stands for.

I, we, you, he, she, it, and they are personal pronouns
 The objective forms are *me, us, you, him, her, it, them*
My, our, your, his, her, its, their are used as adjectives.
 e.g., *my place, my back.* These are *possessive adjectives*.

Mine, ours, yours, his, hers, and theirs are other forms of these *possessive adjectives*.

This house is *ours*

That book is *mine*

29. LETTER-WRITING

| | | | | |
|----------|---------|------------|--------|--------------|
| spend | holiday | quite | sheet | address |
| corner | mistake | date | arrive | affectionate |
| envelope | middle | copy | ready | |
| some one | else | in a hurry | | by mistake |

Balu.—Father, I wish to write to my brother Basu and ask him to come and spend the Puja holidays here.

Father.—Yes, do write to him. But do you know how to write a letter?

B.—Not quite, father. But you will show me, won't you?

F.—Well, sit at the table with a sheet of paper, and I'll show you how to write a letter.

B.—I'm ready. What do I do first?

F.—You write our address at the top right-hand corner of the sheet.

B.—Why? Basu knows it.

F.—I know he does. But you should always write the address at the head of a letter. The person you are writing to will know from where you are writing and to what address he should send his reply. Also, suppose your letter was received by someone else

by mistake. The person receiving it would not know to whom to return it.

B.—I see, father. And under the address I write the date, I suppose.

F.—Yes, that's right. People who are in a hurry write the date in figures, thus, 23-3-40. But you don't want your brother to think that you are in a hurry, do you?

B.—No, father, I don't.

F.—So write the date either 23rd March, 1940 or March 23rd, 1940.

B.—I'll write 23rd March, 1940.

F.—You now begin your letter a few lines below the date, but to the left of the sheet.

B.—I begin 'My dear brother', I suppose.

F.—Yes, that's right. And now I'll leave you to write the letter. Write as if you were talking to your brother.

B.—But how am I to end my letter?

F.—Well, your brother must know from whom the letter is. So you end it:

Your affectionate (or loving) brother,
Balu.

B.—I'll write 'loving'. But where should I write the words?

F.—On the right of the page, just below what you have written.

B.—Thank you, father. I think I know what to do. I'll show you the letter when I have written it.

F.—And here's an envelope. Shall I write the address on it for you?

B.—No, let me write it, father.' But show me how to do it, please.

F.—You write the name of the person just above the middle of the envelope, and below it the name of the street or place where the person lives, and on the last line, the name of the town or village. I'll write the address on a piece of paper and you can copy it on the envelope.

B.—Thank you very much, father.

Balu's father then left him to write the letter. Here it is :

32, Bow Bazaar Street,
Calcutta,
23rd March, 1940.

My dear brother,

Father has just taught me how to write a letter, and so I am writing to you for father and mother. I hope you will like my letter.

Father and mother want you to spend the Puja holidays here. We do hope you will be able to come. Do come, for we can have such a happy time here. Let us know by which

train you will be arriving. Father and I will meet you at the station.

With our love,

Your loving brother,
Balu.

This is how Balu addressed the envelope :

Mr. B. N. Basu,
Hindu University,
Benares.

PRONUNCIATION

| | | | | | |
|--------------|-----------------|-----------------|-----------------|----------------|--------------|
| <i>lend</i> | <i>spend</i> | <i>ready</i> | <i>envelope</i> | <i>—sheep</i> | <i>sheet</i> |
| <i>right</i> | <i>quite</i> | <i>— advice</i> | <i>arrive</i> | <i>address</i> | |
| <i>hot</i> | <i>holidays</i> | <i>copy</i> | <i>— for</i> | <i>corner</i> | |
| <i>fish</i> | <i>mistake</i> | <i>middle</i> | | | |
| <i>lake</i> | <i>date</i> | | | | |

EXERCISES

1. Answer the following questions:—

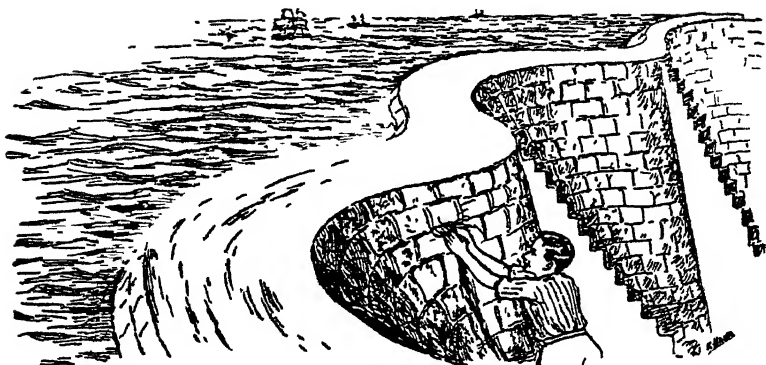
- (1) Why did Balu want to write to his brother ?
- (2) Where was his brother ?
- (3) Did Balu take long to learn to write a letter ?
- (4) What did he ask Basu to let his parents know ?
- (5) Why should you always write the address at the head of a letter.

2. Write a short letter in reply to Balu's letter

3. Write a letter to your class teacher requesting him to give you leave for three days for your sister's marriage.

(Begin with *Sir* and end with *Your obedient pupil* and your name)

30. PETER THE BRAVE



| | | | | |
|----------|----------------|----------|-----------|-----------------|
| level | coast | dyke | otherwise | overflow |
| directly | mend | trickle | wave | frozen (freeze) |
| feeble | leak | labourer | wrap | low-lying |
| let in | a long way off | | hold on | all night |

Holland is a flat, low-lying country, below the level of the sea. So all along the coast strong, high walls, called dykes, have been built to keep out the sea, which otherwise would overflow the country. Day and night men watch carefully for cracks in the dykes, and directly one appears, they mend it.

Late one evening, many years ago, a little Dutch boy named Peter was running home along a dyke when he heard the soft trickle of water. Looking down, he saw, not far from where he stood, a small hole in the dyke through which water was flowing. It was only a small trickle of water, but he knew that the force of the water behind the dyke would soon make

the hole bigger, and let in the sea. Something had to be done at once. So Peter ran along the dyke, calling for help. But there was no one anywhere to be seen, and the nearest house was a long way off.

Peter ran back to the crack to see if it had got any bigger, and found that it had. It was a cold, dark night, and the waves of the sea made a great noise. But Peter was a brave boy. Sitting down beside the hole, he stopped the flow of the water with his finger, and hoped that somebody would come along. But hour after hour passed, and no one came. Peter was nearly frozen with the cold, but still he held on.

At last towards morning two men going to work passed the spot, and saw Peter sitting as he had sat all night.

‘What are you doing there in the cold, my boy?’ asked one of the men.

In a feeble voice Peter replied: ‘There is a leak in the dyke, and I have been keeping the water back all night.’

The labourers at once shouted to some other men who were coming along, and they rushed to the spot, wrapped Peter in one of their coats, and carried him home.

When the people in the village heard about Peter’s brave deed, and how he had saved their lives, they flocked to see him and to tell him how proud they were of him.

To this day the story is told of how Peter stopped the leak in the dyke and saved many people's lives.

PRONUNCIATION

| | | | | | |
|-------------|--------------|-----------------|-----------------|---------------|------------------|
| <i>let</i> | <i>level</i> | <i>mend</i> | | | |
| <i>boat</i> | <i>coast</i> | <i>overflow</i> | <i>frozen</i> | <i>—other</i> | <i>otherwise</i> |
| <i>bite</i> | <i>dyke</i> | <i>high</i> | <i>directly</i> | <i>—tip</i> | <i>trickle</i> |
| <i>lane</i> | <i>wave</i> | <i>labourer</i> | <i>—rap</i> | <i>wrap</i> | |
| <i>beak</i> | <i>leak</i> | <i>feeble</i> | | | |

EXERCISES

- Answer the following questions :
 - Why have dykes been built in Holland ?
 - What do men look for in the dykes ?
 - What did Peter hear as he was running home late one evening ?
 - Looking down, what did he see not far from where he stood ?
 - What did Peter do to stop the leak ?
 - Did anyone come along during the night ?
 - What would have happened if Peter had not done this ?
 - Why did the people of the village praise him ?
- Write each of the following groups of sentences as a single sentence.—
 - Holland is a flat country It is low-lying It is below the level of the sea.
 - All along the coast strong, high walls have been built They have been built to keep out the sea. They are called dykes.
 - Looking down, Peter saw a small hole in the dyke. It was not far from where he stood. Water was flowing through it.
- Form abstract nouns from:—dark, brave, employ, able, young, please, true
- Give words meaning the same as:—leak, feeble, wrap, flocked, award.

5. Supply suitable prepositions in the following —

- (1) The car was running — the road when a tree fell — it
- (2) The policeman stopped the crowd — his stick.
- (3) The villagers heard — Peter's brave deed, and praised him — his bravery.
- (4) My brother came this morning — the mail train.
- (5) The miller came — a poor family.
- (6) Dutt is not good — jumping

6. (1) Holland is a *flat* country.
(2) *Strong, high* walls have been built
(3) *One* evening, *many* years ago, a *little* boy was running home

The italicised words in these sentences are adjectives. The words *flat, strong, high, little* are adjectives of *quality*. *One, many* denote *quantity*.

There was *little* rice in the house. Here *little* denotes *quantity*. But in the phrase *little boy* it denotes *quality*. We can think of a quantity of rice but not a quantity of boy !

31. DO YOUR DUTY

whatsoever
duty

might
march

trifle
thorough

fault

Whatsoe'er you find to do,
Do it, boys, with all your might.
Never be a *little* true,
Or a *little* in the right.
Trifles even
Lead to heaven,
Trifles make the life of man ;
So in all things,
Great and small things,
Be as thorough as you can.

Help the weak if you are strong ;
 Love the old if you are young ;
 Own a fault if you are wrong ;
 If you're angry, hold your tongue.
 In each duty
 Lies a beauty,
 Making all your life a song.
 So in all things,
 Great and small things,
 Do your best, and march along.

PRONUNCIATION

| | | | | | |
|--------------|-------------|------------------|----------------|--------------|---------------|
| <i>air</i> | <i>e'er</i> | <i>whatso'er</i> | — <i>right</i> | <i>might</i> | <i>trifle</i> |
| <i>thumb</i> | | <i>thorough</i> | — <i>fall</i> | <i>fault</i> | |
| <i>park</i> | | <i>march</i> | — <i>few</i> | <i>duty</i> | |

Trifles even . . . heaven, small duties done cheerfully and well make you a better boy—fit you for heaven.

Trifles make . . . man, the life of man consists mainly of trifles but these are important

Making all . . . song, making you feel glad.

EXERCISES

1 What word has been left out after *can* in line 10? What does 'hold your tongue' mean?

2. A boy did not do his homework until a few minutes before he had to leave for school. This made him late for school. When his teacher asked him why he was late for school, he said it was because he had been doing his homework. Was this being 'a little true'?

A boy helps his friend with work that he ought to do alone. Is this being 'a little in the right'?

Another boy helps you with your work, and you get good marks for what is really his work. What should you do if you wish to 'own your fault'?

3. Letter-writing.

Here is a letter from one friend to another. Write a reply to it.

19 Pycroft's Road,
Triplicane, Madras.
10th December, 1940

My dear Chandran,

I am writing to ask you to spend your Christmas holidays with me. Do please come, for there's lots to do and see in Madras, and it is cooler here, I am sure, than in Madura. We are not far from the sea, and every afternoon there is a most refreshing breeze. I shall meet you at the station, and bring you home in our new car.

Now don't make excuses, and say you can't come, because I am looking forward to meeting you again and hearing all about your life in Madura and the wonderful temple there.

Yours sincerely,
S. Raman.

32. DELHI THE CAPITAL OF INDIA

| | | | | |
|---------------|---------------|------------|-------------|----------|
| seat | centre | trade | ancient | position |
| successive | found | fort | mosque | column |
| sandstone | | text | temple | tomb |
| viceroy | darbar | proclaim | accession | although |
| announce | magnificent | council | secretariat | |
| some distance | out from | go back to | lay out | |
| | hold a darbar | faced with | | |

Delhi has, from very early times, been the chief city of India. It has been not only the capital of the Indian Empire, but also a centre of learning, trade, and art. In ancient times all roads led to Delhi.

The importance of the city is due to its central position in the Indo-Gangetic plain. For this reason, successive rulers, Hindu and

Muhammadan, have made it their capital, and it is now the seat of the Government of India.

There are, at the present day, what are known as Old and New Delhi. Old Delhi was founded by the Moghuls, and has high stone walls on three sides of it, with several gates in them. On the side where there is no well flows the river Jumna

Within the walls of Old Delhi is the Fort or palace of the Emperors. It was built by the Emperor Shah Jehan, and is like the fort at Agra, but has a large number of beautiful buildings in it. Not far from the Fort, on rising ground, is the Jama Musjid, one of the largest mosques in the world. Some distance out from Delhi is the Kutab Minar, a column 234 feet high with 379 steps leading to the top. The outside is faced with red sandstone, on which are carved texts in Arabic from the Koran. An old fort with huge stone walls, in which but two buildings remain, is said to have been the first fort to be built at Delhi and to go back to the days of the Pandavas. It is known as Purana Killa. It was in this fort that Humayun died from a fall. For miles round Delhi there are old temples, tombs, and mosques.

In 1903 Lord Curzon, who was Viceroy of India, held a Durbar at Delhi to proclaim the accession of King Edward VII to the throne,

although Calcutta was at that time the capital of India. In 1911 King George V was crowned Emperor of India at Delhi, and announced the transfer of the capital from Calcutta to Delhi.

The new city of Delhi, which is now the capital of the Indian Empire, has been built on the plain to the south of the old city. It has been beautifully planned and laid out with fine roads and parks and magnificent buildings. The Viceroy's House, the Council House, and the Secretariat are some of the fine buildings in the new city.

PRONUNCIATION

feet seat send centre text temple
made trade ancient secretariat—although(oltho')
appear announce accession—on position
no proclaim—luck successive durbar
round found council—moon tomb
are carve—fine viceroy
mat magnificent

EXERCISES

1 Answer the following questions —

- (1) Why did successive emperors make Delhi their capital ?
- (2) Who founded the city of Old Delhi ?
- (3) Where has New Delhi been built ?
- (4) Who announced the transfer of the capital of India from Calcutta to Delhi, and when ?
- (5) What is known as Purana Killa ?

2 Form nouns from —succeed, govern, interest, navigate, value

Use the following words in two different senses.—centre, nature, branch, trunk

3 Write a few sentences on each of the following :—The Kutab Minar, the Jama Masjid, the Fort at Delhi

4. *Letter-writing* Here is an example of a business letter. Notice that it is short, and states clearly what is required, without wasting words

15 Residency Road,
Hyderabad (Deccan),
11th November, 1940.

Messrs B. G. Paul & Co ,
Educational Publishers,
4 Francis Joseph Street,
Georgetown, Madras

Dear Sirs,

Kindly send me, by value payable post, a set of your 'Coronation English Readers'.

Please send me also a copy of your latest catalogue of books

Yours faithfully,
M Yusuf

Write a letter to any firm, thanking them for their catalogue and asking them to send you certain articles.

5. Peter *found* a hole in the dyke.

The Moghuls *founded* Old Delhi

In the first sentence *found* is the past tense of *find*. In the second sentence, *founded* is the past tense of another verb *found* and means *established*

6. For *this* reason successive rulers have made it their capital.

All praised *that* boy for his bravery

Here *this* and *that* are adjectives. They point to particular things or persons; they are called *demonstrative adjectives*

33. THE DERVISH AND THE CAMEL—I

| | | | | |
|-----------|-------|---------|---------|-------|
| caravan | stray | lost | trace | load |
| evidently | feel | further | anxious | lie |
| wheat | honey | request | derwish | seize |

Once a caravan which was travelling across a desert camped at a place on the way. The

merchants rested there, while they left the camels to feed themselves near by. One day a camel strayed away, and was lost. The merchants searched all round, but could find no trace of it. They were very sad.

Just then a dervish who happened to be travelling across the same desert met them.

‘You look sad,’ said the dervish. ‘You have evidently lost something.’

‘Yes, holy man,’ said the merchants.

‘Is it a camel you have lost?’ asked the dervish.

‘Yes,’ said the merchants feeling glad that the dervish might perhaps help them to find the camel.

‘Was it blind in its right eye, and lame in its left leg?’ asked the dervish again.

‘Yes, it was,’ replied the merchants, feeling gladder than before.

‘It had lost one of its front teeth too?’ asked the dervish further.

‘Yes, it had,’ said the merchants, feeling anxious to know where it could be found.

‘Was it loaded with wheat on one side and honey on the other?’ questioned the dervish.

‘It was so loaded, holy man,’ replied the merchants, and requested the dervish to tell them where they could find it.

‘I haven’t seen the camel at all,’ said the dervish.

The merchants could not believe him. They thought that he had stolen the camel and was telling lies. They therefore seized him, and took him before the Cadi.

PRONUNCIATION

| | | | | | |
|-------------|----------------|------------------|--------------|---------------|--------------|
| <i>can</i> | <i>caravan</i> | <i>anxious</i> | | | |
| <i>grey</i> | <i>stray</i> | <i>trace</i> | — <i>lot</i> | <i>lost</i> | |
| <i>her</i> | <i>dervish</i> | <i>evidently</i> | — <i>fun</i> | <i>honey</i> | |
| <i>were</i> | <i>further</i> | — <i>deed</i> | <i>feel</i> | <i>wheat</i> | <i>seize</i> |
| <i>ply</i> | <i>lie</i> | — <i>goat</i> | <i>load</i> | <i>stolen</i> | |

EXERCISES

1 Answer the following questions —

- (1) How did the dervish know that the men had lost something?
- (2) How did the merchants feel when the dervish asked them if it was a camel?
- (3) What other questions were asked by the dervish?
- (4) What did the merchants think then?
- (5) What did they think when the dervish denied that he ever saw the camel?
- (6) Where did they take him?

2. Rewrite as directed:—

- (1) The merchants searched all round, but could find no trace of it (Into a complex sentence using *although*)
- (2) They could find no trace of it (Use *trace* as a verb)
- (3) They thought that he had stolen the camel. They therefore took him before the Cadi. (Combine into a complex sentence)
- (4) A dervish who happened to be travelling across the same desert met them (Into a simple sentence)

3 The merchants replied that it was so loaded, and requested the dervish to tell them where they could find it.

Give the clauses of this sentence Which are the co-ordinate clauses, and which are the subordinate clauses? This is a double sentence as it contains two co-ordinate clauses.

4 The camels fed *themselves*. The pronoun *themselves* is a *reflexive pronoun*; here the doer is the object as well as the subject of the action

They *themselves* strayed away. Here *themselves* shows *emphasis*. It is an *emphasising pronoun*

Give the reflexive forms for all the personal pronouns.

5 Change the voice of the verbs from active to passive.—

- (1) The dervish met the merchants.
- (2) I have not seen your camel
- (3) The merchants did not believe him
- (4) The merchants took the dervish before the Cadi

6. Is it a camel you have lost? What word is understood after camel? What part of speech is it? What is its case? Relative pronouns in the objective case are sometimes omitted like this

Supply the missing relative pronouns in the following —

- (1) The man had not paid back the sums he had borrowed from others.
- (2) He learnt all he could about the countries
- (3) I'll try to be a man my country may be proud of
- (4) The lawyer he went to see was not a good man

34. THE DERVISH AND THE CAMEL—II

| | | | | |
|----------|-------|---------|------------|-----------|
| sure | track | herbage | impression | faint |
| Infer | swarm | bee | innocent | footprint |
| footstep | | | | |

Taking the dervish with them, the merchants appeared before the Cadi, and told him

their case. When the Cadi heard their case, he was almost sure that the dervish was telling lies. But he could not see why, when he said so many things about the camel, the dervish was denying he ever saw it.

‘Holy man,’ said the Cadi, ‘the case against you seems to be pretty strong. What have you to say?’



‘I haven’t seen the camel at all,’ replied the dervish as before.

‘How then could you say that what they had lost was a camel?’ asked the Cadi.

‘I saw a camel’s track,’ said the dervish, ‘and so thought that they must have lost a camel.’

‘How could you say that it was blind in its right eye, and lame in its left leg?’ asked the Cadi again.

‘I saw that the animal had eaten the herbage on the left side only and that the impression of one of its left feet was fainter than those of the others,’ said the dervish. ‘I therefore inferred that it was blind in the right eye and lame in its left leg.’

‘Very well,’ said the Cadi. ‘How could you say that it had lost one of its front teeth?’

‘Wherever the camel had grazed,’ said the dervish, ‘a small tuft of herbage was left in the middle of its bite. I therefore inferred that it must have lost a front tooth.’

‘I see,’ said the Cadi. ‘But how could you say what it was loaded with?’

‘All along the track I saw swarms of ants on one side and streams of bees on the other,’ said the dervish. ‘I therefore inferred that it must have been loaded with wheat on one side and with honey on the other.’

Being now sure that the dervish was innocent, the Cadi dismissed the case.

‘Noble Cadi,’ said the merchants, ‘perhaps this dervish can tell us whether our camel has merely strayed away or has been stolen by someone.’

‘Will you just help these poor merchants in the matter, wise dervish?’ said the Cadi.

‘I saw but the footprints of the camel all along the track, and no footsteps of men,’ said the dervish. ‘The animal must therefore have only strayed away.’

The merchants went back to search for the camel, and at last found it not very far away.

PRONUNCIATION

sat satisfy track
her herbage — warm swarm —rain faint
in infer innocent impression —see bee
foot footprint footstep

EXERCISES

1. Answer the following questions —
 - (1) Why did the Cadi at first think that the dervish was telling lies?
 - (2) What did he still want to know from him?
 - (3) How did the dervish know that the camel was blind in its right eye and lame in its left leg?
 - (4) How did he know what its load was?
 - (5) How did he know that it had only strayed away?
- 2 Rewrite as directed —
 - (1) Taking the dervish with them, the merchants appeared before the Cadi. (Into a double sentence)
 - (2) When the Cadi heard their case, he believed them. (Into a simple sentence)
 - (3) *Being now satisfied* that the dervish was innocent, he dismissed the case. (Expand the italicised words into a clause)
3. Will you just help these poor merchants in the matter, wise *dervish*? Here dervish is used to address the dervish. It is in the *vocative case*.
4. The merchants told the Cadi their case.
How many objects are there in this sentence? Which is the direct, and which is the indirect object?
The verb can be changed into the passive voice here in two ways

Their case was told to the Cadı by the merchants
The Cadı was told their case by the merchants.

Change the voice similarly in two ways in the following sentences —

- (1) The crane gave us help.
 - (2) They awarded him a prize.
 - (3) The teacher taught us the lesson on the moon.
- 5 The impression of one of its left feet was fainter than *those* of the others.

Here *those* is used as a pronoun. It stands for the *impressions*. It is a *demonstrative pronoun*. *This, these, that, and those*, when they are used to stand for nouns, are demonstrative pronouns.

The camel has been stolen by *someone*. Here *someone* is a pronoun. It is not definite, it stands for an indefinite person. It is therefore an *indefinite pronoun*. *One, some, any, anyone* are all used as indefinite pronouns.

6. Give examples of collective nouns from this lesson.

35. THE WASP AND THE BEE

| | | | |
|--------------|---------|----------|--------------|
| wasp | cousin | mischief | put up with |
| shape | behold | delicate | put it to |
| buzz | offence | handsome | common sense |
| sting | élégant | pretence | take offence |
| good-natured | | | |

A wasp met a bee that was just buzzing by,
And he said, 'My dear cousin, can you tell me
why

You are loved so much better by people than I?
'Why, my back is as bright and as yellow as
gold,

And my shape is most elegant, too, to behold;
Yet nobody likes me for that, I am told!'

Says the bee, ' My dear cousin, it's all very true,
But indeed they would love me no better than
you

If I were but half as much mischief to do.
' You have a fine shape, and a delicate wing,
And they own you are handsome, but then
there's one thing



They cannot put up with, and that is your
sting.

' Now I put it at once to your own common
sense,

If you are not so ready at taking offence
As to sting them on every trifling pretence.

' Though my dress is so homely and plain, as
you see,

And I have a small sting, they're not angry
with me,
Because I'm a busy and good-natured bee.'

—Jane Taylor

A bee is very like a wasp, so one addresses the other
as its cousin. Who are cousins?

Both bees and wasps have stings, but the wasp stings
people without good reason for doing so. This is why it is
not liked.

Delicate, fine, thin. *Put up with*, bear. *Put it to*, ask.
Trifling pretence, tiny excuse. *Homely*, not grand.

EXERCISES

1 Answer the following questions —

- (1) What did the wasp want to know?
- (2) Why did it want to know this?
- (3) What reason did the bee give for people not
liking wasps?
- (4) Do people own or admit that a wasp is hand-
some?

2. Use the following phrases in sentences of your
own —

take offence at, put up with, no better than, as deli-
cate as

3. A number of words have to be understood in read-
ing this poem. For example, in lines 8 and 9 words have
to be supplied as follows — 'they would love me no better
than (they love) you if I were to do but half as much mis-
chief (as you do)'.

Why is an interrogative adverb in line 2, it is an inter-
jection in line 4. *But* in line 8 is a conjunction, in line 9
it is an adverb.

In line 14, *if* means 'whether', and the clause intro-
duced by it is a noun clause in apposition to *it* in line 13.

What words have been left out in lines 3 and 17?

That is used three times in the poem. Is it used as the same part of speech each time or as different parts of speech ?

Own is used twice. Is it used as the same part of speech both times ?

4. State in a sentence how a bee shows its good nature.

The same Word as different Parts of Speech We have seen that a word may be one part of speech in one sentence and a different part of speech in another sentence.

Use each of the following words first as a noun, then as an adjective, and lastly as a verb —iron, water, paint.

36. TEA

| | | | | |
|---------|---------|----------|-------|--------------------|
| refresh | bush | leaf-bud | press | all the world over |
| cooly | factory | moist | scent | in order that |
| machine | damp | pluck | | |

A cup of tea ! How refreshing it is ! There is not a country where the people do not drink tea. It is one of the most common drinks all the world over.

Tea was first grown in China. From there its cultivation spread to Japan, India, and Ceylon.

Tea grows well in wet sunny places. It is therefore grown largely on the hills of north-east and southern India. It is planted in rows, and the plants are cut down to a height of three or four feet. This is done in order that the tea-pickers may be able to reach the tip of each shoot with their hands. It also makes the plant grow out on all sides as a bush.

It is the leaf-buds and the youngest leaves underneath them that are used in making tea. These are plucked by coolies most of whom are women, and collected in baskets hung behind the back. When the baskets are full, they are taken to the factory and emptied there. The leaves are still, of course, green and moist.



A TEA ESTATE

At the factory the leaves are first dried and pressed by machines. They are then spread in thin layers and covered with damp curtains, when they change colour and get their fine scent. The leaves are not yet ready for shipment. The large leaves are separated from the small, and each kind is packed in separate cases and shipped to different parts of the world.

PRONUNCIATION

| | | | | | |
|---------------|----------------|---|----------------|--------------|---------------------------|
| <i>remind</i> | <i>refresh</i> | — | <i>fool</i> | <i>cooly</i> | |
| <i>put</i> | <i>bush</i> | — | <i>lamp</i> | <i>damp</i> | <i>factory</i> |
| <i>cup</i> | <i>pluck</i> | — | <i>machine</i> | (masheen) | |
| <i>sent</i> | <i>scent</i> | | <i>press</i> | — | <i>voice</i> <i>moist</i> |

EXERCISES

1. Answer the following questions :—
 - (1) Why do most people drink tea ?
 - (2) Why do they cut the tea plant to a height of three or four feet ?
 - (3) Which leaves are used for making tea ?
 - (4) What is done to make the leaves change colour and get their fine scent ?
 - (5) Are all the leaves packed together ?
2. Give words meaning the opposite of.—
dry, separate, empty, good-natured, lie.
3. Tea was first grown in China. From there its cultivation spread to Japan, India, and Ceylon.
Combine these two sentences into one sentence.
4. Use *in order that* and combine the sentences in the following —
 - (1) The crane wanted to kill the fishes. So it told them that it would take them to another lake
 - (2) King George had to know his Dominions and their peoples. He therefore visited the various parts of the Empire.
 - (3) Peter wanted to keep out the sea. So he stayed all night with his finger in the leak.
5. There is not a country where the people do not drink tea. Remove the two negatives and rewrite the sentence without changing the meaning.
6. Give the plurals of :—
factory, cooly, dress, lie, duty, beauty.
7. *Cousin, parent* These are used for both the masculine and the feminine. They are therefore of the *common gender*.

8. Rewrite these sentences with the italicised words as subjects :—

- (1) The leaves are dried and pressed by *machines*.
- (2) The buds are plucked by *coolies*
- (3) Peter was praised by the *villagers*
- (4) The fort was built by the *Emperor Shah Jehan*.

37. THE BLIND MEN AND THE ELEPHANT

| | | | | |
|---------|-------|-------------|-----------|----------|
| incline | spear | dispute | bawl | resemble |
| though | quoth | exceeding | tusk | marvel |
| sturdy | eager | satisfy | sharp | scope |
| bless | fact | observation | squirring | opinion |
| smooth | grope | approach | snake | stiff |

Note.—Read this poem yourself and then complete the account given at the end

It was six men of Indostan,
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approached the Elephant,
And, happening to fall
Against his broad and sturdy side,
At once began to bawl :
' God bless me ! but the Elephant
Is very like a wall ! '

The Second, when he felt the tusk,
Cried : ‘ Ho ! what have we here
So very round and smooth and sharp ?
To me ’tis mighty clear
This wonder of an Elephant
Is very like a spear ! ’

The Third approached the animal,
And, happening to take
The squirming trunk within his hands,
Thus boldly up and spake :
‘ I see,’ quoth he, ‘ the Elephant
Is very like a snake ! ’

The Fourth reached out his eager hand,
And felt about the knee :
‘ What most this wondrous beast is like
Is mighty plain,’ quoth he ;
‘ ’Tis clear enough the Elephant
Is very like a tree ! ’

The Fifth, who chanced to touch the ear,
Said : ‘ E’en the blindest man
Can tell what this resembles most ;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan ! ’

The Sixth no sooner had begun
 About the beast to grope,
 Than, seizing on the swinging tail
 That fell within his scope,
 ‘I see,’ quoth he, ‘the Elephant
 Is very like a rope!’

And so these men of Indostan
 Disputed loud and long,
 Each in his own opinion
 Exceeding stiff and strong,
 Though each was partly in the right
 And all were in the wrong.

PRONUNCIATION

| | | | | |
|---------------|--------------------|------------------|-----------------|----------------|
| <i>intend</i> | <i>incline</i> | <i>dispute</i> | <i>resemble</i> | <i>stiff</i> |
| <i>hear</i> | <i>spear</i> | — <i>paw</i> | <i>bawl</i> | |
| <i>go</i> | <i>though</i> | <i>quoth</i> | <i>scope</i> | <i>grobe</i> |
| <i>except</i> | <i>exceeding</i> | <i>bless</i> | | |
| <i>on</i> | <i>tusk</i> | — <i>march</i> | <i>marvel</i> | <i>sharp</i> |
| <i>hurt</i> | <i>sturdy</i> | <i>squirring</i> | — <i>eat</i> | <i>eager</i> |
| <i>rat</i> | <i>satisfy</i> | <i>fact</i> | | |
| <i>hot</i> | <i>observation</i> | — <i>above</i> | <i>approach</i> | <i>opinion</i> |
| <i>tooth</i> | <i>smooth</i> | — <i>lake</i> | <i>snake</i> | |

by observation = by seeing for himself

squirring = twisting about

quoth = said

spake = spoke

EXERCISES

1. Complete the following account by supplying suitable words —

Once six — men went to see the elephant to find out what it was —. The first man came — its —, and said that the elephant was very like a —. The second,

who — its tusk, was as — that it was very like a — Now the third — happened to take its trunk in his —, said that the elephant was very like a —. When it was the — of the fifth man, he felt — its knee and said that the elephant was very like a — The fifth, — touched its ear, was sure that it was — — a fan. The sixth man — hold of its tail, and — that the elephant was very like a — Each of the six held that he was — and the others—. Each was — — the right, and all — — the wrong.

2 Answer the following questions —

- (1) How were all the six men in the same position?
- (2) How did they come to give different opinions about the elephant?
- (3) How was each partly in the right?
- (4) How were all in the wrong?

3. When you read the poem, you begin to laugh Why?

4. Why did the men go to see the elephant? Give the answer using *in order that* and *satisfy*.

5. Give words meaning the same as —
sturdy, bawl, clear, seize.

6. *Each was* partly in the right.

Each is a *distributive pronoun* *Either* and *neither* also are distributive pronouns They are all singular in number.

38. SENDING MONEY BY POST

| | | | | |
|-------|---------|-----------|-----------|--------------|
| sign | receipt | signature | deliver | get back |
| tear | charge | message | gentleman | write out |
| clerk | exceed | strip | telegraph | send through |
| bear | order | postal | register | tear off |
| cost | rupee | parcel | verandah | |
| stamp | | | | |

Vasu.—Father, the postman wants you. He says he has some money for you. I never

knew before that he brought people money. I thought he only delivered letters and parcels.

Father.—He sometimes brings us money, but only when someone sends it to us. You can send money through the post by money order. But we must not keep the postman waiting.

(Father and son go out into the verandah.)

F.—Good-morning, postman. You've a hundred rupees for me, haven't you?

Postman.—Yes, sir. Here it is. It's from Calcutta.

F.—Look, Vasu. This thick sheet of paper is the money order. I have to sign my name in two places—up here and down there. This little strip at the bottom of the sheet I tear off, because, as you see, there is a message on it for me from the gentleman in Calcutta from whom the money has come. When the money order gets back to Calcutta, the post office will tear off the piece just above the little strip I've torn off, and will send it to the sender of the money order. As it bears my signature under the word 'Received,' it shows that I have received the money. It is a receipt.

P.—I wish that when I was a boy my father had told me all about a money order in this way! Good-morning, sir.

F.—Good-morning, postman, and thank you very much.

V.—Does the post office not charge for sending money by post?

F.—Yes, they do. They charge you two annas for every sum of ten rupees or fraction of that sum.

V.—So it costs a rupee and annas four to send a hundred rupees.

F.—Yes, it does. You can also telegraph money, or can send it in postal orders. There are postal orders for ten rupees, five rupees, one rupee, and eight annas.

V.—A postal order is like a five or ten-rupee note, I suppose.

F.—It is something like one, but you have to enter on it the name of the person to whom you wish the money to be paid.

V.—Is it quite safe to send postal orders by post?

F.—It isn't if you don't register your letter.

V.—How do you register a letter, father?

F.—You don't do it; the clerk at the post office does it for you. He first sticks a little piece of paper on it. It has the letter R printed on it in blue ink with a number beside it. Underneath the letter and the number is the name of the post office. The clerk then writes out a receipt for your letter, stamps it with his date stamp, and gives it to you.

V.—I suppose the post office takes great care of registered letters.

F.—Oh, yes; and of registered parcels too.

PRONUNCIATION

| | | | | | | | |
|----------------|------------------|---|----------------|-----------------|-----------------|------------------|----------------------------|
| <i>fine</i> | <i>sign</i> | — | <i>receive</i> | <i>receipt</i> | — | <i>signature</i> | <i>strip</i> |
| <i>tell</i> | <i>telegraph</i> | | <i>message</i> | <i>register</i> | | | |
| <i>deliver</i> | <i>gentlemen</i> | | | | | | |
| <i>wear</i> | <i>tear</i> | | <i>bear</i> | — | <i>hard</i> | <i>charge</i> | <i>clerk</i> <i>parcel</i> |
| <i>lamp</i> | <i>stamp</i> | — | <i>hot</i> | | <i>cost</i> | | |
| <i>hood</i> | <i>rupee</i> | — | <i>above</i> | | <i>verandah</i> | | |

EXERCISES

1. Answer the following questions —
 - (1) What did Vasu not know ?
 - (2) What was the sum that his father received from Calcutta ?
 - (3) What had the sender to pay the post office for sending the money by money order ?
 - (4) Why did Vasu's father tear off the little strip of paper at the foot of the money order ?
 - (5) Did he give the postman a receipt for the money he received ?
 - (6) Is it safe to send postal orders by post ?
2. Put in the words that have been left out in the last speech in the lesson
3. What part of speech is 'postal' in the phrase 'postal order' ?
- 'You pay two annas for sending any sum not exceeding ten rupees' Rewrite this as a complex sentence
4. Write two sentences about postal orders.
5. Describe how a letter is registered.
6. Join the following sentences together, using relative pronouns —
 - (1) A boy bought a book. He had wanted it for a long time
 - (2) He bought it at a shop I took you to it yesterday
 - (3) The shopkeeper is a young man. He is good at his work
 - (4) Some of my friends go to school. The school is near their homes.

39. CEYLON



TEMPLE OF THE TOOTH, KANDY

| | | | | |
|--------|---------|-------------------|------------------------|----------|
| island | grove | plantation | lofty | tea |
| coast | rocky | rainfall | rubber | valuable |
| ruby | pearl | fishery | obtain | jewel |
| native | inhabit | harbour | steamer | product |
| export | thrive | on the way to | of all sorts and sizes | |
| | | for the most part | | |

Ceylon is an island which lies to the south of India. It is a rich and beautiful island with fine coconut groves and large tea plantations, so that the whole island looks like a huge garden.

The northern half of the island is for the most part low ; in the southern half the land rises, and there are some lofty peaks. The coast on the north and west is low and sandy. On the south-east and east it is mostly rocky.

The central and south-western parts of the island have the greatest rainfall, and are therefore very fertile. Rice is grown here on the low plains, and tea and rubber on the hill-sides.

In the rocks of Ceylon are found fine and valuable rubies. Round the coast of the island are pearl fisheries from which beautiful pearls of great value are obtained. As Ceylon is a very rich island, it is sometimes called 'India's Pearl' and 'the Jewel of Asia.'

The natives of the island are Sinhalese, who live chiefly in the southern part of the island. The northern part is inhabited largely by Tamils, a large number of whom are coolies working on the tea and rubber plantations. The Sinhalese are Buddhists, while the Tamils are Hindus. There are also some Muslims and Christians in the island.

Colombo, on the west coast of the island, is the capital, of Ceylon. It has a harbour which is always full of steamers of all sorts and sizes. This is because it is on the way from Europe to Australia, China, and Japan, and steamers call here for their supplies. Colombo is the chief port from which the products of the island are exported to other countries.

Other towns of importance in the island are Kandy and Jaffna. Kandy is up among the hills, and was the last capital of the Sinhalese

kings. It is noted for its palace and beautiful buildings built on the edge of a lovely lake. There is at Kandy the famous ' Temple of the Tooth '. The temple is so called because it is said to contain one of Buddha's teeth. Jaffna, in the north, is a thriving town connected by rail with Colombo.

PRONUNCIATION

| | | | | | | |
|--------------|-------------------|----------------|----------------|-----------------|-----------------|--|
| <i>eye</i> | <i>island</i> | <i>thrive</i> | — | <i>boat</i> | <i>coast</i> | <i>grove</i> |
| <i>plant</i> | <i>plantation</i> | — | <i>are</i> | <i>harbour</i> | | |
| <i>hot</i> | <i>lofty</i> | <i>rocky</i> | <i>product</i> | — | <i>connect</i> | <i>obtain</i> |
| <i>beak</i> | <i>peak</i> | <i>steamer</i> | — | <i>rain</i> | <i>rainfall</i> | <i>native</i> |
| <i>rub</i> | <i>rubber</i> | — | <i>early</i> | <i>pearl</i> | — | <i>food</i> |
| <i>fish</i> | <i>fishery</i> | <i>inhabit</i> | — | <i>edge</i> | <i>export</i> | (verb When used as a noun or adjective it is <i>export</i>) |
| <i>tooth</i> | <i>jewel</i> | — | <i>at</i> | <i>valuable</i> | | |

EXERCISES

- Answer the following questions :—
 - What make Ceylon look like a huge garden ?
 - Why is it called ' India's Pearl ' ?
 - Which parts of the island have the greatest rainfall ?
 - What grow well in those parts ?
 - Why is Colombo harbour so important ?
 - What is Kandy noted for ?
- Use the following words and phrases in sentences of your own —

chiefly, thrive, connect, inhabit, look like, mostly.
- Rewrite in the active voice —
 - Ceylon is sometimes called ' the Jewel of Asia '.
 - The northern part of the island is inhabited by Tamils.
- Pick out the sentences with clauses beginning with *from which*. What part of speech is *which* in these ? What is its case ? Give the antecedent.

5. Verbs have four moods—the indicative mood, the imperative mood, the subjunctive mood, and the infinitive mood.

The indicative mood is used to state facts and ask questions.—

Ceylon *produces* a large quantity of tea

Does the postman *bring* money too ?

The imperative mood is used to give commands —

Drive the nail right.

The subjunctive mood expresses not a fact, but a thought or wish —

If I *had* money, I would buy a car

Long *live* the king

The infinitive mood merely names the action without any reference to the doer, and is therefore not limited by person or number. Usually *to* stands before it, the *to* is omitted after words like *see*, *hear*, *let* and after phrases like *had better*.

40. *KIND DEEDS*

grain

humble

eternity

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.

Thus the little minutes,
Humble though they be,
Make the mighty ages
Of eternity.

Little deeds of kindness,
Little words of love,
Make this earth an Eden
Like the heaven above.

—Isaac Watts

Humble, unimportant (because so small)

Eternity, time without end.

Eden Adam and Eve lived happily in the Garden of Eden So *Eden* is used for a place of perfect happiness.

PRONUNCIATION

rain *grain* — *cup* *humble* — *pin* *eternity*

EXERCISES

1 Answer the following questions.—

- (1) What do little drops of water make ?
- (2) What do little grains of sand make ?
- (3) What do the minutes make ?
- (4) Is a minute a long time ?
- (5) What does 'ages' mean ?
- (6) When are boys and girls happiest—when they are kind to one another or when they are always trying to do one another some harm ?
- (7) What does 'Eden' mean ?
- (8) What is heaven—a place of happiness or sorrow ?

2. In what case is the word *land* (line 4) ? What part of speech is *humble* (line 6) ? Is *Eden* the complement or the object of the verb *make* (line 11) ?

3 Say which are 'deeds of kindness' :—

A boy wants a pencil. You lend him yours.
You let a boy copy from your paper at an examination.

You promise to lend a boy your bicycle,
and then do not do so.

It is raining, and you have an umbrella, but
your friend has none. You share your
umbrella with him

(Answer thus.—

Lending the boy your pencil. .

Letting a boy copy from your paper at an
examination

Promising to lend a boy. .and then not doing so...

Sharing your umbrella...)

4 Which of the following are 'little words of love'?

- (1) Don't worry ; I'll help you.
- (2) Share my umbrella with me.
- (3) I can't post your letter for you.
- (4) I won't play with you any more.

41. THE NIZAMSAGAR DAM

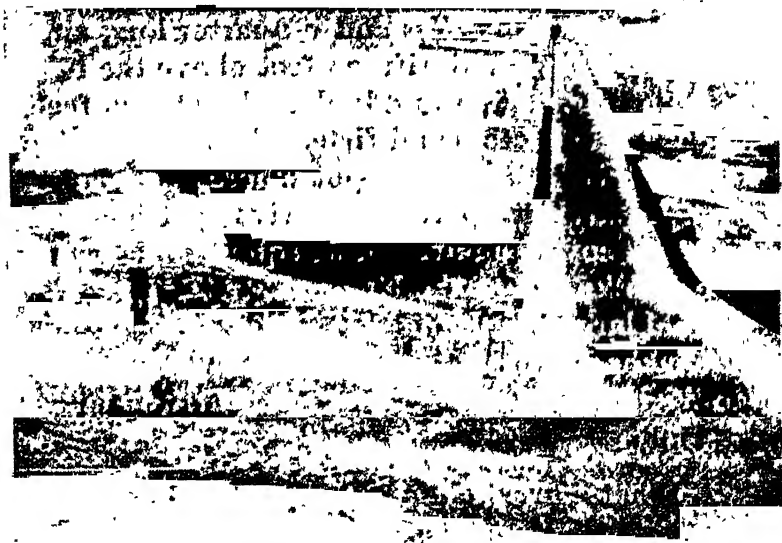
| | | | | |
|--------------|-----------|---------------------|------------|----------|
| area | square | fail | sufficient | scarcity |
| lakh | yield | revenue | prosperity | exalted |
| acre | famine | grateful | generation | regular |
| bare | waste | annual | channel | concern |
| run to waste | carry out | as much as possible | | |
| bring about | lead away | branch off | | |
| round about | hold back | divide up | | |

Land cannot be cultivated without water. We cannot start even a school garden without a good supply of water. It is easy to cultivate lands on the banks of a river, for the water necessary for cultivation can be got from it. It is also easy to cultivate land round about big tanks for the same reason. Water for cultivation may be obtained from wells, but not a sufficient or steady supply of it, for wells often dry up. Tanks also may dry up, if they are not very big. Many tracts of land have to depend upon rain for their cultivation, and when the rains fail there is famine. That is, there is a scarcity of food and water.

So we see the importance of a regular supply of water in the cultivation of land, on

which the happiness and prosperity of people depend.

In India the water of many a river runs to waste, for only a very little of it is used for cultivation, and the rest flows to the sea. To keep back as much of the water of a river as



NIZAMSAGAR DAM

[By courtesy of the P. W. D. of H E H. the Nizam's Government]

possible a dam is sometimes built across it. A dam is a strong wall, and it holds back the water and forms a lake. From the lake canals lead the water away to distant places, and from the canals smaller channels branch off on all sides. Thus a very large area of land can be irrigated and cultivated.

There is a dam in the Dominions of His Exalted Highness the Nizam from which runs a canal 73 miles long. Twenty-two miles down the canal, a canal 25 miles long branches off, and there are channels from both the main canal and the smaller one. The total area of land irrigated is nearly three lakhs of acres. The dam is three miles and a quarter long and rises a hundred and fifteen feet above the bed of the river. It is a hundred and eighteen feet wide at the bottom and fifteen feet wide at the top. It is built at a spot where the river Manjira divides up into two rivers. The lake it forms covers an area of 50 square miles, and the dam known as the Nizamsagar Dam, is the second largest in India. It cost the State over 400 lakhs of rupees to build, but it is expected to yield an annual revenue of nearly 50 lakhs of rupees.

What a great change it has brought about ! The land that was once bare and barren is now green with rice fields and beautiful trees. The country round about is so pretty that people come from other places to see it.

His Exalted Highness the Nizam is known to be a kind and wise ruler, to whom the happiness and prosperity of his subjects is a matter of very great concern. Of the many irrigation works carried out during his reign the Nizamsagar Dam is the most important, and

one for which succeeding generations will ever be grateful to His Exalted Highness.

PRONUNCIATION

| | | | | |
|----------------|-------------------|-----------------|-----------------|--------------|
| <i>air</i> | <i>square</i> | <i>area</i> | <i>scarcity</i> | |
| <i>tail</i> | <i>fail</i> | <i>acre</i> | <i>grateful</i> | <i>waste</i> |
| <i>sun</i> | <i>sufficient</i> | | | |
| <i>an</i> | <i>annual</i> | <i>channel</i> | <i>lakh</i> | |
| <i>field</i> | <i>yield</i> | <i>—red</i> | <i>revenue</i> | |
| <i>exalted</i> | <i>generation</i> | <i>regular</i> | | |
| <i>hot</i> | <i>prosperity</i> | <i>—contain</i> | <i>concern</i> | |

EXERCISES

1. Answer the following questions —

- (1) Why is it easy to cultivate land on the banks of a river ?
- (2) What may happen when you have to depend upon the water from a tank for the cultivation of land ?
- (3) What happens when the rains fail in tracts that depend upon rain for their cultivation ?
- (4) What happens to the water of many a river in India ?
- (5) Why is a dam sometimes built across a river ?
- (6) What does a dam form on the side of the river away from the sea ?
- (7) How is the water taken to distant places ?
(Use *by means of*)
- (8) How long is the Nizamsagar Dam ?
- (9) Where has the dam been built ?
- (10) What area does the lake cover ?

2. Use in your own sentences —as hard as possible, round about, lead away, branch off, hold back.

Give words that are opposite in meaning to :—plenty (used as a noun), succeed, narrow, ugly.

3. The letters H.E.H stand for 'His Exalted Highness'. Read :—H.E.H. the Nizam.

What do the following letters stand for ? H H., H E

4. Describe the Nizamsagar Dam

5. *Tense* is the form of the verb which shows the time of action and the degree of completeness of the action.

There are three main tenses.—

Canals *lead* the water to distant places —Present tense.

The blind men *went* to see the elephant.—Past tense.

I *shall meet* you.—Future tense

Each of these three main tenses has also different degrees of completion —

The teacher *is writing* on the board —Present continuous.

The boy *has finished* his work.—Present perfect.

It *has been raining* since last night.—Present perfect continuous.

A cock *was standing* on a tree —Past continuous

Before the lion could catch the monkey, it *had crossed* the river —Past perfect.

The fox *had been waiting* for the cock, but the cock did not come down —Past perfect continuous

I *shall be going* to Madras next week.—Future continuous.

They *will have completed* the work before you arrive there.—Future perfect

I *shall have been waiting* there.—Future perfect continuous.

Use each form of the verb *stand* in a sentence of your own.

42. A CRICKET MATCH

| | | | |
|----------|----------|-----------|------------------|
| coin | explain | captain | team |
| turf | stump | innings | umpire |
| pitch | crease | cricket | score |
| bowl | bail | immensely | take one's place |
| ward | wicket | match | |
| boundary | exciting | toss | |

Das.—Good morning, Roy.

Roy—Good morning, Das. Where are you going?

D.—To the cricket match.

R.—I forgot all about it. I don't know much about cricket. Will you explain the game to me?

D.—Most willingly, if you will come along with me.

(On the ground)

D.—Look at the smooth piece of turf at the centre of the ground. That is the *pitch*.

R.—I suppose they bat and bowl there.

D.—Yes, they do. The pitch is twenty-two yards long, and there is a *wicket* at either end.

R.—You mean those short pieces of wood fixed in the ground.

D.—Yes. The pieces of wood are called *stumps*. Each wicket has three stumps with two small pieces of wood, called *bails*, resting on them.

R.—I believe the batsman takes his place at the wicket and bats.

D.—Yes. While a batsman bats at one wicket, a bowler bowls the ball from the other end.

R.—What are those white lines near each wicket?

D.—They are the *creases*. One is in a line with the wicket, and the other is in front of it. The former is the bowler's and the latter is the batsman's crease.

R.—I see they are tossing a coin.

D.—Yes. They are going to start the game. The team that wins the toss has the right to choose to bat or field. The other team will then field or bat. The team that wins the toss generally chooses to bat.

R.—How many players are there on either side?

D.—Eleven, as in football. Here is the fielding side coming out! You see the eleven players there. The captain will send them to different places on the field.

R.—Here are the two batsmen coming.

D.—Yes. They belong to the other team. They will take their place at the wicket and bat until one of them is out.

R.—What happens when one of the batsmen is out!

D.—Another batsman will take his place.

In this way they will play till ten players are out.

R.—And then?

D.—Then the side that fielded first will bat, while the other side will field. When a team has finished batting, it has had an innings. Generally, each team has two innings in a match.

R.—Who are those two men in white coats who stand watching the game so closely?

D.—The umpires.

R.—Why do the two batsmen run between the wickets after the ball has been hit?

D.—To make runs. It is the runs scored that count in cricket. A team wins or loses according as it scores a larger or smaller number of runs.

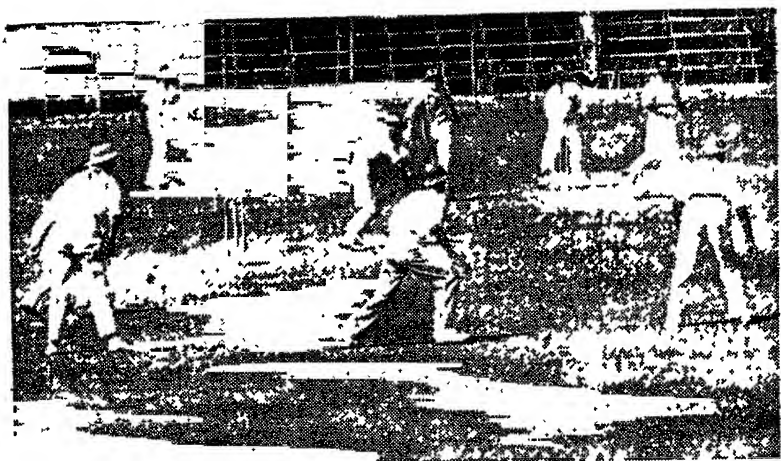
R.—What is a run?

D.—When the bowler bowls the ball, the batsman hits it. The two batsmen then run from one wicket to the other. If they run so once, it is a run. They try to score as many runs as possible before the ball is stopped and returned to the wicket. If the ball is hit so hard that it runs over the boundary line that counts four runs. If it goes over the line without ever touching the ground, that is *six*.

R.—What happens if the ball comes to the wicket before the batsman reaches it?

D.—The wicket-keeper or any other player near the wicket may hit the wicket with the

ball. If the wicket is so hit and a bail falls before the batsman reaches his crease, he is *run out*.



R.—Are there other ways too in which a batsman can be out?

D.—Yes. If, when the bowler bowls the ball, it hits the wicket and makes a bail fall, the batsman is *bowled*. If, when he hits the ball, it is caught by a player before it touches the ground, he is *caught*. Sometimes a player goes forward beyond the crease to hit the ball but misses it. If the wicket keeper then gets the ball and hits the wicket with it so as to make a bail fall, he is *stumped*.

R.—I suppose that there is a great deal of luck in cricket.

D.—Yes, there is. And that is why even

good players' are sometimes out before they have made many runs.

R.—But it is a fine and exciting game.

D.—That it is ; and that is why people watch it so keenly.

R.—Why do two bowlers bowl, one from each end ?

D.—When a bowler has bowled six balls, it is called an *over*. After every over the bowling changes to the other end.

R.—They are all coming off the field now.

D.—Yes. Ten batsmen are out. Now the team that fielded will bat, and the other team will field.

R.—How many runs has the batting team made ?

D.—You can see the score on the score board there. You see three numbers on it in three lines. The first shows the number of runs scored. It is changed for every ten runs and whenever a batsman is out. The second shows the number of batsmen who are out. The third and last shows the number of runs made by the batsman who was last out.

R.—I see they have made 146 runs.

D.—Yes. 146 runs for ten wickets. And though one of the batsmen was not out, the team are said to be *all out*.

R.—Shall we go home now ?

D.—Yes. How do you like the game ?

R.—Immensely. Thank you for explaining it to me.

PRONUNCIATION

| | | | | | |
|---------------|----------------|---|--------------|-----------------|------------------------------|
| <i>join</i> | <i>coin</i> | — | <i>round</i> | <i>boundary</i> | |
| <i>except</i> | <i>explain</i> | — | <i>cap</i> | <i>captain</i> | <i>match</i> |
| <i>hard</i> | <i>yard</i> | — | <i>hurt</i> | <i>turf</i> | — <i>stump</i> <i>umpire</i> |
| <i>in</i> | <i>innings</i> | | <i>pitch</i> | <i>wicket</i> | <i>cricket</i> |
| <i>hole</i> | <i>bowl</i> | — | <i>four</i> | <i>score</i> — | <i>tail</i> <i>bail</i> |
| <i>beast</i> | <i>crease</i> | | <i>team</i> | <i>not</i> | <i>toss</i> |

EXERCISES

1. Fill up the blanks in the following —

- (1) Each wicket has three — with two — resting on them
- (2) When one batsman is out, — will take his —
- (3) When a team is batting, it is having its —.
- (4) When I do not understand a question, the teacher — it to me.
- (5) There is a great deal of — in cricket
- (6) After every over the bowling — to the other end.

2 It has had an *innings* Each team plays two *innings*.

Note that *innings* is singular in the first sentence plural in the second.

3 Give words opposite in meaning to —

forget, win, barren, cruel, dangerous, ugly.

4 Make up sentences from the following table.—

| | |
|--|----------------------|
| If the ball goes over the boundary line without ever touching the ground | it counts four runs. |
|--|----------------------|

| | |
|---|-----------------|
| If the ball from the bowler hits the wicket and makes a bail fall | the other bats. |
|---|-----------------|

| | |
|--------------------|---------------------|
| If one team fields | it counts six runs. |
|--------------------|---------------------|

| | |
|---|------------------------|
| If the ball when hit is caught by a player before it touches the ground | the batsman is caught. |
|---|------------------------|

If the ball when hit runs over the boundary the batsman is bowled

5. What kind of sentences are these ?

- (1) Who are those two men who stand watching the game ?
- (2) One is in a line with the wicket, and the other is in front of it.
- (3) They will take their place at the wicket and bat until one of them is out
- (4) Generally, each team has two innings in a match
- (5) If the wicket is so hit and a ball falls before the batsman reaches his crease, he is run out.

6 *Oh*, cricket is an exciting game.

The word *oh* stands apart from the rest of the sentence and shows excitement. It is an *interjection*.

43. O FOR A BOOK

| | | | |
|----------|---------|--------------|------------|
| nook | whisper | indoors | at my ease |
| overhead | whereon | out of doors | jolly good |

O for a book and a shady nook,
Either indoors or out ;
With the green leaves whispering overhead
Or the street cries all about ;
Where I may read all at my ease.
Both of the new and old ;
For a jolly good book whereon to look
Is better to me than gold.

O for, how I wish for. *Nook*, out-of-the way corner. *With the . . . overhead*, with the wind blowing through the branches overhead. Look up the word *whisper* in your dictionary. *Street cries*—cries of persons selling things there and calling out. *All about*, all around me.

All at my ease, quite comfortable. *The new and old*, things that are happening at the present time and those that happened long ago *Jolly good*, very good, only used in conversation. *Whereon*, on which. *Whereon to look*, to read.

PRONUNCIATION

book
wish

nook
whisper

hot

jolly

EXERCISES

What words have been left out in lines 2, 4 and 6 ?

Articles *A* (or *an*) and *the* are articles, which are a small class of adjectives. They are placed before nouns, but an adjective may come between the article and the noun, thus, a big dog, an old man, the high hill.

A is used before a word beginning with a consonant ; *an* is used before a word beginning with a vowel or silent *h*. *The* is used before a word beginning with either a vowel or a consonant

A or *an* is used before a noun in the singular number, *the* may be used before a noun in either the singular or the plural number.

A special use of *the* is found in the poem. There, in line 6, we have *the new* meaning ' new things ', that is, the word *new*, which is usually an adjective, becomes a noun. In the same way we have *the poor*, *the weak*.

LIST OF FRESH WORDS AND PHRASES USED IN THIS BOOK ALPHABETICALLY ARRANGED

| | | | |
|--------------|-------------|-------------|-----------|
| ability | barren | city | debtor |
| accession | battle | claw | decide |
| acre | bay | clever | defend |
| address | beast | client | delicate |
| admit | bee | close by | deny |
| advice | behold | coast | depend |
| aerodrome | believe | coin | upon |
| aeroplane | bend | column | dervish |
| affectionate | bit | combine | descend |
| afraid | bloom | come off, | difficult |
| alike | boatman | upon | direction |
| all the | boldly | comic | directly |
| world over | borrow | common | disappear |
| although | boundary | sense | disdain |
| amain | bowl | company | disgrace |
| amount | brian | concern | dismiss |
| ancient | branch off | cooly | disperse |
| announce | bring about | copy | distance, |
| annual | building | corner | some |
| anxious | burden | council | divide up |
| anyway | bush | course, of | dominion |
| appeal | buzz | court | doubtless |
| appear | | cousin | drama |
| area | cactus | crack open | drown |
| arrive | cafe | crane | due to |
| artist | calm | cricket | dull |
| as much as | camel | crown | durbar, |
| ascend | camp | cruel | hold a |
| ashamed | caravan | cultivation | duty |
| ass | carry out | cut | dwelt |
| at my ease | carve | cycle | dyke |
| attention | case | | |
| attract | centre | | |
| award | channel | damp | earn |
| awhile | charm | danger, in, | education |
| | chase | out of | elegant |
| bale | chat | dash | employ |
| bare | cheat | date | empty |

| | | | |
|-------------|-------------|-------------|--------------|
| enough | giddy | illustrate | length, at |
| enter for | give in, up | immediately | let in |
| envelope | go back to | immensely | level |
| event | go to law | important | lie |
| evidently | good at | impression | lip |
| exalted | good- | in order | listen |
| example | natured | that | literature |
| excuse, | gown | indoors | little or no |
| make an | grand- | infer | load |
| expect | mother | innings | long way |
| explain | grateful | innocent | off |
| | groan | inside | look about |
| | guile | instead of | loss |
| faced with | gun | intend | loud |
| factory | | interest | low-lying |
| fail | | irrigation | lucky |
| faint | hail | | |
| fall into | hair | | |
| famine | halt | jolly good | machine |
| fault | handsome | journey | magnificent |
| fear | happen | | mail |
| fee | hardly | | main |
| feeble | heap, in a | keep out of | march |
| feel | heart | kick | match |
| feiry | heartfelt | kind, how | member |
| flash | heaven | of you | mend |
| folk | hedge | kneel | merchant |
| footprint | heir | knock | mere |
| footstep | herbage | know, get | midday |
| forest | hide | to | middle |
| forever | hold on, | | might |
| former | back | labour | miller |
| fort | holiday | lakh | million |
| forth, call | honey | land | mischief |
| fortnight | honour | lark | mistake, by |
| found | hood | latch | moist |
| frozen | horizon | latter | moment |
| further* | hump | law | mosque |
| | hurdle | lay out | musical |
| gait | hurry, in a | lead away | |
| generation | | leaf-bud | |
| gentle | idea | leak | nail |
| get at | idiot | leather | native |
| get out of | idle | lend | nature |

| | | | |
|--------------|------------|--------------|--------------|
| naughty | poem | record | skin |
| navigation | poet | reflect | slope |
| navy | pole | refresh | someone |
| neighbour | position | regions | else |
| night, all | possible | regular | sorrow |
| nightcap | power | relation | sort |
| noble | practice, | remark | space |
| nook | put into | remind | sparrow |
| | practise | reply | speak |
| oasis | press | request | spend |
| obstacle | pretence | revenue | sphere |
| occupy | pretend | rough | spy |
| ocean | prey, fall | run about | square |
| offence | a . to | run to | starve |
| one by one | pug | waste | steep |
| opposite | prison | | step |
| orange | proclaim | sack | sting |
| ordinary | programme | sacred | stout |
| otherwise | promise | sail | strange |
| ought | pronounce | sailor | straw |
| out of doors | prosperity | sandstone | stray |
| outside | proud | saucy | streak |
| overflow | purposes, | scarcity | stump |
| over head | for .. of | scent | subject |
| over top | purse | score | successive |
| owe | put to | seat | suddenly |
| own | put, | secretariate | sufficient |
| | together | seedling | suit |
| pale | put up | seem | sure |
| part with | with | seize | swarm |
| party | | shake | swim |
| path | quarrel | shape | |
| patient | question | share | take offence |
| patriot | quite | shed | take to be |
| pay back | quiver | sheet | one's place |
| penny | | shilling | take up |
| perfect | | ship | talent |
| person | rainbow | shoot | team |
| pitch | rapt | shout | temple |
| plain | rare | shrub | tender |
| plane | ray | simple | tent |
| play up | ready | single | text |
| plenty of | reap | size | thirsty |
| pluck | reason | | thorough |

| | | | |
|------------|-----------|-----------|----------|
| throughout | true | viceroy | whatever |
| times, | turf | violet | wheat |
| at other | | voice | whereon |
| together | | | whether |
| tomb | ugly | wane | whisper |
| toss | umpire | want, for | wing |
| tour | until | of | wisdom |
| trace | used to | wasp | witch |
| track | usual | waste | wolf |
| trade | | wave | worry |
| treat | various | wax | wrap |
| tributary | vast | weak | wrong |
| tricare | venture | weather | |
| trifle | verse | weep | yard |
| trot | very much | well, as | yield |

